

STATE OF TEXAS

(Minutes conducted via electronic voting)

COUNTY OF CAMERON

BE IT REMEMBERED, that on the **1st day of September, 2026**, the Board of Trustees of the Brownsville Independent School District met in a **Regular Board Meeting** at the Administration Building, 1900 Price Road, Brownsville, Texas, for the purpose of transacting any and all business that came before the Board and with the following to wit:

PRESENT:

Carlos A. Elizondo	President
Frank Ortiz	Vice-President
Minerva Pena	Secretary
Denise Garza	Member
Jessica Gonzalez	Member (via zoom)
Daniella Lopez Valdez	Member
Neida Ruth Soto-Grantland	Member

ABSENT:

ALSO PRESENT:

Dr. Timothy E. Cuff	Superintendent of Schools
Andrea Vela	Attorney for the Board

ALSO ABSENT:

None

WHEREUPON, a quorum being present and it appearing before the Board, it is hereby so found that notice of this **Regular Board Meeting** has been duly given in the manner and for the length of time as prescribed by law. The meeting was called to order and declared ready for the transaction of business with the following to wit:

- I. Regular Board Meeting called to order by Carlos A. Elizondo, Board President at 5:30 p.m.**
- II. Moment of Silence led by Dr. Timothy E. Cuff, Superintendent.**
- III. Pledge of Allegiance led by Mr. Frank Ortiz, Board Vice-President.**
- IV. Roll Call. Carlos A. Elizondo, Board President announced that all Trustees were present and Ms. Jessica Gonzalez would participate via zoom.**
- V. Recommend approving the agenda of the Regular Board Meeting of Tuesday, September 1, 2026, with any corrections/deletions.**
Dr. Timothy E. Cuff, Superintendent stated the following corrections/deletions

Handout 1 added to official minutes

Handout 2 added to official minutes (Personnel)

Amendment: VI. A. Conference
IX. B. Payments

Item 5 Agenda reads Sharp should read Paredes
Item 1 Page 1 will be replaced with Page 1a
Pages 8-13 will be deleted from agenda backup
Item 7 will be deleted from agenda and backup

IX. D. Contracts

XI. A. Level III Grievance Item 2, as per Grievant was deleted from agenda and backup

XI. B. Personnel:

Item 3 Page 1a will be added to agenda backup

Motion made by Neida Ruth Grantland, seconded by Minerva Pena, and unanimously carried to recommend approving the agenda of the Regular Board Meeting of Tuesday, September 1, 2026, with corrections/deletions, as stated by administration. (7-0-0)

VI. Superintendent's Report: * SB1566

A. Conference Presentations:

1. Recognition of Campus Safety Patrol Officers and Students.

The Brownsville ISO Police & Security Services Department is incredibly proud of our dedicated Campus Safety Patrol Officers and students for being recognized with the Student-Led Program Spotlight Award by the Texas School Safety Center during the School Safety Conference in San Antonio, Texas.

This prestigious recognition reflects the outstanding commitment, leadership, and teamwork demonstrated by our student safety patrol members and the officers who mentor them every day. Their dedication to promoting a safe, respectful, and welcoming school environment is making a lasting impact across our campuses.

Congratulations to all of our Campus Safety Patrol students, officers, campus administrators, and staff who helped make this achievement possible. Your hard work continues to set the standard for school safety and student leadership across Texas!

2. Recognition of the UIL - Texas State Solo and Ensemble Contest Outstanding Performer. The Department of Fine Arts proudly recognizes the exceptional accomplishments of our band and choir students who advanced to the prestigious University Interscholastic League (UIL) State Solo and Ensemble Contest, held annually in Austin, Texas. This highly competitive event brings together the most talented student musicians from across the state to showcase their skills in solo and ensemble performances.

We are thrilled to announce that several of our students not only qualified for this elite competition but also distinguished themselves by earning the coveted UIL Outstanding Performer Award. This prestigious honor, accompanied by a commemorative medallion, is bestowed upon only the most exceptional musicians in Texas, recognizing their superior musicianship, dedication, and artistry. The Outstanding Performer Award is a testament to the rigorous preparation, technical precision, and expressive performance demonstrated by these students during the exacting evaluations of the Texas State Solo and Ensemble Contest.

These achievements reflect the commitment of our students, the expertise of our music educators, and the support of our school community. We commend these talented individuals for their hard work and for representing Brownsville Independent School District with excellence on a statewide stage. We would like to thank the School Board and administration for their continual support of the district's fine arts programs, which foster creativity, discipline, and academic growth.

Rivera ECHS Choir Alyssa Valdez
Porter ECHS Band Kevin Guerra

3. Presentation of the IDRA Youth TechXperts.

The IDRA Youth TechXperts program is an innovative technology education initiative designed to equip middle school students with foundational information technology knowledge, industry-aligned skills, and authentic learning experiences that prepare them for future academic and career opportunities. Through hands-on instruction, students develop competencies in computer hardware, software, networking, cybersecurity, troubleshooting, and technical support while simultaneously strengthening critical thinking, communication, collaboration, literacy, and problem-solving skills.

Youth TechXperts is made possible through a collaborative partnership between the Intercultural Development Research Association (IDRA), Brownsville Independent School District (BISD), and Education Service Center Region One (ESCI) and funded by a U.S. Department of Education, Education Innovation and Research (EIR) Grant and with local support from the Valley Baptist Legacy Foundation.

BISD and IDRA are proud to recognize the students who participated in the IDRA Youth TechXperts beta pilot. We would also like to recognize the students that participated in the IDRA Youth TechXperts Reflection contest, these students submitted videos, drawings and essays that spoke to their experience in the program. The winners are as follows:

First Place: Diony Ahumada - Faulk Middle School
Second Place: Katia Ramirez - Vela Middle School
Third Place: Bryana Martinez Garcia - Vela Middle School
Honorable Mention Victor Espinoza Vela Middle School

Handout 3 – added to official minutes

4. Presentation of the Texas Trees Foundation Tree Planting Grant for Del Castillo-Morningside Elementary and Oliveira Middle School.

The Texas Trees Foundation (TTF) is a Texas-based nonprofit organization dedicated to creating healthier, more livable communities through urban forestry, tree planting, education, and environmental stewardship. TTF partners with schools, municipalities, businesses, and community organizations to expand the urban tree canopy, improve air quality, reduce urban heat, and enhance outdoor learning environments throughout Texas.

TTF was awarded a tree planting grant through the Butt Family Foundation, the philanthropic organization established by the Butt family, with Brownsville ISD (BISD) selected as the grant beneficiary. The award will fund the purchase and planting of approximately 200 trees at Del Castillo Morningside Elementary School and Oliveira Middle School (100 trees at each campus).

To support implementation of this project, TTF and BISD will collaborate with community partners, including the City of Brownsville and Brownsville Public Utilities Board (BPUB), to coordinate the tree planting and promote community engagement in environmental stewardship.

This project will provide numerous environmental and educational benefits for students, staff, and the surrounding community by:

- Increasing campus tree canopy and shade to reduce heat exposure and improve air quality.
- Enhancing the appearance and environmental quality of school grounds while creating healthier outdoor spaces for learning and recreation.
- Supporting the District's long-term sustainability efforts and promoting environmental stewardship through hands-on learning opportunities.

The grant will cover the full cost of purchasing the trees; therefore, there will be no cost to Brownsville ISO. Brownsville ISO will be responsible for the ongoing maintenance and care of the trees.

5. Presentations of Victor Flores III, Paredes Elementary Chess Coach, “Outstanding State Chess Coach” recognition award by the Texas Chess Association. (Board Member Request Minerva Peña/Board Support Carlos Elizondo)

Amendment: VI. A. Conference Item 5 Agenda reads Sharp should read Paredes

Ms. Minerva Pena, Board Member stated, I'm very proud of this award. I've been working with chess since 1996. It's a very good program. It's one of the best programs you'll put any child in. Children who are insecure, children who have anxiety, children who have dyslexia, and I've been through that with some of my children. And this program opened their eyes and taught them, hey I'm smart I can do anything I need and guess what it all taught them? That I remember because you played with my boys. You used to be one of those young little four- or five-year-old in high school, junior high, and you were the competition. I remember that really well. And what it teaches them is to think ahead every move, every move. And that you use it in life. If somebody says, hey, let's go egg a car, the little teenager would say, hmm, if I egg the car, I'm going to get caught. If I get caught, I get grounded. If I get grounded, I'm not going to go to that party on Saturday. Same thing. If I move the rook, there's the knight. No. But over here's the queen. Okay, let me see. What can I do? This program really, really helps. And kids that thought that they were not smart at all at all would go and play and beat everyone and say, I am so smart. Yes, you are. God gave every person a different talent. Like I said, whatever you have it's not a deficit. It's a gift from God. Dyslexia is not a deficit. It's a gift. They can figure things out faster than by the time we finish reading it, they put it together. And this is what the chess program teaches and this is what you teach. And I am so proud and so impressed that you are doing

this. And you started when you were a little kid. You your brothers your dad and the teachers Mr. Guajardo he's a Ms. Rachel Ayala, at Russell Elementary. I remember when they started this program. One of the best things on the planet. And I encourage everyone to put their children into this program. And we're here to recognize you today because the Texas Chess Association from San Antonio, because there's a lot of Texas chess associations all over the state the one in San Antonio has named you the Outstanding Chess Coach of the Year. Can you believe San Antonio has recognized the product that we have here? And just in case no one knows, but years ago, by the Senate of Texas, Brownsville was named the capital of Chess for Texas because we have some of the best players. And our kids would go all over the country and come in first place, and people would ask them, where are they from?" So when we got our new kids to play, I'll never forget they'd be so nervous, and they say, I'm so nervous." All you have to say is, You're from Brownsville, Texas." Watch how they react. And the kid would sit there and wait, and the child across would say, where are you from? From Brownsville, because there's a Brownsville." New York. There's a Brownsville, Texas. Wait, they would say, not Texas, right? Yeah, I'm from Brownsville, Texas. And they turned to their parents, mom, he's from Brownsville, Texas. So all over the country, our name stood out because of the hard work that our chess coaches did. And our players have now become those chess coaches. So thank you. I am so proud of you. Continue doing this job because you keep our children going. And thank you, thank you. Mr. Carlos Elizondo, Board President stated, thank you Ms. Pena, Ms. Grantland. Ms. Neida Ruth Grantland, Board Member stated, just a quick question. Were you a student at Russell when I was principal there? After Ms. Rachel Ayala left, I went to Russell and I remember we were on our third year of chess because she started it and I picked it up. Were you there? Mr. Victor Flores replied, I wasn't there. I started. I was actually at Gonzales Elementary at the time. And I started, I was playing in the chess club there. And I started competing at Vela in sixth grade. That was in 1996. Ms. Grantland stated, okay. Gonzales was my school also as a principal. So you probably were with me at one point or another. I remember, Ms. Pena that we'd walk into the state competitions and we had black t-shirts with the king on the t-shirt and we'd walk in as a group. And we'd walk in like in the movies, you know, real strutting into the and everybody stepped aside when we walked in. It was really cool. Congratulations. Ms. Pena stated, and if I may, yes because my children were at Gonzales. She was their principal. And I remember we started playing there at Gonzales, like my youngest. And my youngest, my five-year old was the one that started it. Because when my five-year-old started playing chess, my older boy said, what does he think he's doing? Hey, we're going to do it, too. So, I remember, and it was at Gonzales. And I'm telling you, please, just get these children out there, and let's get them to play. Because this teaches them how to organize and succeed in their life. 100% thank you. Mr. Elizondo stated, thank you. Sir. Mr. Flores stated, thank you very much. Ms. Pena stated, if you'll come up because we'd like to present you with a certificate of recognition for your outstanding work for the chess program at BISD. And by the way, he has to travel to San Antonio? So, he can get his outstanding chess coach in Texas. But here's BISD certificate for you for the outstanding work you do for our children. Continue doing it, please.

6. Open Public Hearing Taxpayer Impact Statement Pursuant to Texas Government Code Section 551.043(c)(2)

7. Presentation of the 2026-2027 Proposed Tax Rate.

Ms. Rosario Pena, Assistant Superintendent for Administration and Finance stated, good evening. Thank you, Dr. Cuff we are open in our public hearing, for our tax rate adoption and for item number 7, presentation of the 26-27, I will call now on Ms. Lyzeth Alaffa, our Finance Director who has a brief presentation. Ms. Lyzeth Alaffa, Director of Finance stated, good evening, Board President Carlos Elizondo, Board members, Superintendent Dr. Cuff, and committee members. I am Lyzeth Alaffa, Director of Finance and Business Manager. Today we'll be presenting the tax rate adoption or the possible proposed tax rate. The items that we'll be covering will be the understanding of the tax rate, history and the amortization schedule for bonded debt. Starting off with the understanding there are two buckets, as per se, which is the first one is the maintenance and operations, that is Tier one and Tier two. Tier one is set by the maximum compression rate, which is from TEA, and Tier two is any golden and copper pennies. Which are adopted through the community. Approximately 80% of the district's adopted budget goes to payroll costs, just want to be clear about that. The next section is tax rate for interest in sinking also known as I&S or Debt Service. And this is used to be able to pay any bonded items that we have. This is a rate that has to be approved by the voters. The amortization schedule is something that we use to be able to calculate that I&S rate. I&S funds cannot be used by the maintenance and operation expenses to be able to pay for any of the expenses associated with that. It has to be only for the bonded items. To give you a description of it we have the general operating fund which is the M&O and this one again the Tier one is set by TEA with the maximum compression rate and it's usually to pay staff salaries, utilities and able to operate the district. For an average citizen this includes groceries, utilities just to give you a reference of it. The debt service fund is the interest in sinking fund which is only to pay principal and interest pay interest payments on the debt service. So, for school district this is for new Constructions, renovations, HVAC systems, so on and so forth. What was approved on the bond. For an average citizen, this includes a mortgage whenever they go out for loans, home renovations, major appliances, just to put it on perspective. So, one thing to note bond funds cannot be used for salaries, utilities, or other day to day expenses. Bond elections only affect the I&S part of the tax rate. Here we show the comparison from prior years. So for us, the 2026 year, which is our fiscal year 26-27, we are showing a maintenance and operations of .07716 no interest rate and sinking rate. So, a total tax rate for the 26-27 of .07716 from last year to this year, which is the line below .08314 to .07716 it's a decreased total tax rate of about .05. For the bonded debt, we only have one more payment that is paid with the I&S, which was already paid as of this year, and that was covered through the fund balance that the I&S has. At this time, we're not adopting an I&S rate as there is no more bonds to be paid with them. This concludes our presentation for the adopted tax rate. Mr. Elizondo stated, anyone have any questions? Go ahead, Ms. Lopez. Ms. Daniella Lopez Valdez, Board Member stated yes I do have a question. I know, I understand now that we have no I&S and this puts us at a tough position for the district. Can you please explain how we come out of this or what we do? Because usually, this was for us to prepare for the bond which didn't pass. And clearly here we can say, we, you, the public now can see for transparency purposes that it wasn't going to be an increase at this point, but how do we come out of this in the future? Because we obviously need interest in sinking funding to continue to fund our district. Ms.

Alaffa replied, so the interest in sinking fund is generally to be able to go for a bond that we will be able to use as renovations. So, in the future, technically, whenever we go out for a bond, it more than likely will be an increase in the tax rate. So, one of the things that school districts tend to do is when we are exiting a bond, we want to incur another bond so we won't see a huge fluctuation in the tax rate. At this time if the Tier one which is the M&O tax rate continues to compress and, and we utilize to get a new bond, hopefully, the increase won't be as significant. But that only is part if legislation chooses to compress more, right? So, every year, depending on the compression and if we have that trigger, which is if we're increasing our property values more than 2.5% it would automatically trigger a compression. If we don't increase our property values by 2.5%, which is a threshold right now, we do not see a compression. So at that point, it's going to be an increase no matter what. So, for future purposes, whenever we go out for a bond, we will have to say, and we always have to say it, it will be a tax increase because we don't have an I&S fund or bonds anymore to pay. So, it will be an increase every time now. Ms. Lopez Valdez stated, thank you. And originally when we had originally planned, it was not going to be a tax increase. Ms. Alaffa replied, right. Originally it was not going to be a tax increase because we were getting off of one and bringing the other one to net it out for it. Ms. Lopez Valdez stated, thank you. Thank you appreciate that explanation. Mr. Elizondo stated, go ahead, Ms. Grantland. Ms. Neida Ruth Grantland, Board Member stated, thank you, Mr. President. You alluded to what I was about to ask you, and that is, and if you could just elaborate a little more. What are your projections looking at fiscal patterns and trends? What are your projections over the next, say, three to five years? Ms. Alaffa replied, so, for the last five years, we've done compressions or the legislatures have compressed us. Originally, I believe it was 5% threshold, and now they brought it down to 2.5 We have seen an increase in our property values throughout the years, some of them shorter than others. So. It might have been 3%, so, we're right at the cusp of it. But we do see a compression usually on the M&O side that possibly can help in the future if we're having to go out for a bond. But depending on how much the compression is, so if, for example there was one year that we had a 10% increase on our property values, then our compression was to the floor for that year. So, we saw a huge compression. But if our property values are staying steady, which in the last two years they have been our compression hasn't been that much. So there's not a lot of wiggle room on that. Ms. Grantland stated, but we are hearing that over the next 10 years, the industry around us is going to bring probably higher property values. So perhaps there will be a different outcome. Ms. Alaffa replied, so, if the property values continue to go up, that means that we have a higher compression. What does that mean? That our M&O reduces. So that would be good, right? But at the same token, just because our tax rate is reducing and the property values are increasing. Taxpayers might not see a huge decrease on their tax payers, because one might be going up and the other one going down. Ms. Grantland stated, thank you so much. Mr. Elizondo stated, a real quick question, go ahead. Ms. Minerva Pena, Board Member stated, okay so, the I&S funds come from where? Ms. Alaffa explained, the I&S funds is whenever we are going to go out for a bond or refunding bond and it comes from the voter approval themselves. So the votes have to come from the community, the community has to elect and want to go for that bond for us to be able to Calculate an I&S. Ms. M. Pena stated, so, if we don't owe a debt, then there's no money in the I&S to pay because we have nothing to pay, correct? Ms. Alaffa replied, correct. Ms. M. Pena stated, so, is that where we are at this

time? **Ms. Alaffa stated right so, the last payment was in July for this 26-27. There is no more debt to pay. Therefore, that's why we're not selecting or proposing a tax rate for the I&S fund. What does that mean? If we don't have bond money to be able to renovate maintain some of our facilities, that's where it comes. So, the reason we would want to have an I&S fund is because we went out for a voter approval for a bond so we can be able to do big ticketed items that we might not be able to do with our fund balance, with our general fund.** Ms. M. Pena stated, and I know, but I'm saying when we do that where does the money come from that is in the I&S? It comes from the bond, is that correct. **Ms. Alaffa replied it comes from the taxpayers' money to be able to pay.** Ms. M. Pena stated, so, the taxpayers' money is put in there to be able to pay the bond back. **Ms. Alaffa stated, right.** Ms. M. Pena continued, so, if you don't owe anything, then you don't any money in there if you don't owe anything. But like always, prices are going up, so you want to have some money and in order to borrow, because that's what the bond is, is you're borrowing money, and then you're going to have to give it back, you have to have money in the I&S fund, which you will have if you have a debt. Am I correct? **Ms. Alaffa stated, so in order to generate funding through an I&S, which is setting a tax rate, we have to have a bond payment due. If we don't have a bond payment due we should not and cannot generate more revenues in that I&S to be able to go out for a bond. So technically right now we have available funds in our fund balance for I&S but we cannot be using that for anything else. We are seeking guidance from our financial advisors to see what we can do with that so even at this point our financial advisors has already advised since you don't have a new that means that you should not be doing an interest based bearing account, so stop trying to increase that fund balance for I&S.** Ms. M. Pena stated, so, yes, or no? Don't have a bond, don't have a debt, you don't have an I&S. You don't need an I&S. They won't let you have that. You just mentioned what you asked them and they said you cannot do that unless you have a bond and you have a debt. Am I correct? **Ms. Alaffa stated, we cannot have an I&S rate without a bond due.** Ms. M. Pena stated, without a bond, and a bond is a debt. So no debt, no I&S. So that's why I know that I keep saying debt and you say bond, but that means debt that you owe that money. **Ms. Alaffa stated, if there is no debt payment, there's no I&S rate to adopt.** Ms. M. Pena stated, correct. Mr. Elizondo stated, just real quick so what you're trying to say, is if fair to say that now we have to live within our means? **Ms. Alaffa stated, well, we always have to, but yes.** Mr. Elizondo stated, so, I mean, that's a good thing, right? **Ms. Alaffa stated, technically, in order to be able to accommodate some of the funding that we don't get through the states, that's how we go out for bonds to be able to renovate something so large.** Mr. Elizondo stated, so, just like everybody else has a budget at home, they have to live within their means, right? Instead of burdening the taxpayers with extra debt. But I understand. Thank you so much. Go ahead ma'am. Ms. Lopez Valdez stated, and I know that this has been a legislative item that has been hurting us, but I hear it might be brought up again on the 60% cap on bonds and how that would hurt districts and cities and municipalities, so how can we prepare for the fact that we have no I&S and we were trying to make a plan to live within our means with less state aid. But as you know property values skyrocket, we don't want to price our people out of our own homes, so how do we what other methods are we exploring as a district to make sure that we still have funding to keep the lights on, roofs, HVACs, and all of that. **Ms. Alaffa replied, so right now we are seeking guidance from my financial advisors to see what we're allowed to do, what are the rates coming up in future plans to see if the market is seeing better, if possible future elections if there's a possibility**

for them, also assessing our properties to see what needs updating. How much needs updating and if we have it in our means to be able to cover with that; right? Because some of these items are onetime cost as opposed to having in our safety net the 100 days of operating cost in our fund balance. So it just really depends. What are we doing? We are trying to be more meticulous over what we're spending on. Do we need it? Do we not need it? Is there an overlapping service around that we need to diminish to be able to reduce that? But overall, if we want to renovate big ticket items at a large scale, we would have to go for a bond election. And yes, that affects the taxpayers, but we also have to think that that's affecting our students because those facilities need upgrading, and we might not have the means in our fund balance to be able to generate that in a matter of time. Now, if we were to go out for a bond election, and it would go for... Mr. Elizondo interjected, just real quick is this part of the presentation? **Ms. Alaffa replied, I'm answering the question that she said.** Mr. Elizondo stated, okay, so maybe we can address and send it to committee. I understand this was more for the tax break, but. If you want to be able to take it to committee, maybe those questions can be answered. Ms. Lopez Valdez stated, I just wanted to make sure, since taxes, you know, we're talking about citizens, I want to make sure the correct information is put out there. That's really why I wanted this to be. Mr. Elizondo stated, 100% and this is the reason why we also have an audit, right? Making sure that all the audits are being taken care of, making sure that our money is being spent in the right direction. Go ahead, Ms. Pena. Ms. M. Pena stated, yes, and I noticed that you said when, you know, we get a bond and there's going to be some tax increase to make sure that we get that bond. And I know you're, yes or no? **Ms. Alaffa replied, if there's a bond election.** Mr. Elizondo interjected, Ms. Pena real quick. Ms. Pena interjected, okay well my only question... Mr. Elizondo stated, that is the same thing I told Ms. Lopez. Ms. Pena stated, no I am just going to say that. Mr. Elizondo stated, this should be brought into a committee, this is not at this time. Ms. Pena stated, yea but I just want to make a statement that to raise the taxes to the people right now, its no ma'am, people are losing their homes. But if you do that in a bond, a bond will raise the taxes, we have to be very consciences of that, so that people don't live on the street. Mr. Elizondo stated, thank you, Ms. Pena. Thank you, ma'am. Ms. Pat? **Dr. Tim Cuff, Superintendent stated, okay any other questions? Okay, no other questions. We will close the public hearing 2026-2027 proposed tax rate.** Ms. Rosario Pena, Assistant Superintendent for Business and Administration stated, I'm sorry, Dr. Cuff, may I excuse me, but we do have to have public participation and we also have to discuss item number eight. So, Ms. Pat, if you would like to. Ms. Patricia C. Perez, Executive Assistant stated, Item eight, open meetings act, tax payer impact statement, exhibit A. Ms. R. Pena stated, thank you. And I would like to call Ms. Alaffa one more time. Ms. Alaffa stated, so the item is in your packet, this is just a requirement that we have to have whenever we're talking about the tax rate or the budget in this case the tax rate and it's just the implication from one year to the next. The one that you had received in June was with the proposed budget at that time, but because we didn't have our certified values, we needed to update that information and provide that to you. So, it was in the packet and it was provided on the actual agenda item. Mr. Elizondo stated, anything else, Ms. Pena? Ms. R. Pena stated, that concludes item number eight. If no questions, then we will proceed to public hearing.

8. Open Meetings Act (OMA) Taxpayer Impact Statement (EXHIBIT A)
9. Public Participation to discuss Tax Rate for fiscal Year 2026-2027.

Ms. Rosario Pena, Assistant Superintendent for Administration and Business stated, Mr. President, if you would like to call in any public comment at this time. Mr. Carlos Elizondo, Board President stated anybody? You don't have anything to say? Come on. Mr. Hammes, come on, Mr. Hammes, come on, Mr. Hammes. Mr. Patrick Hammes, Union Representative stated, in a few minutes' sir, in a few minutes. Mr. Elizondo continued, no comments, and we'll proceed.

10. Close Public Hearing - 2026-2027 Proposed Tax Rate.

Dr. Tim Cuff, Superintendent stated, yes, sir. Okay, now we'll go to number 10, closed public hearing, 2026-27 proposed tax rate, and then we will move to number 11.

11. Brownsville Independent School District Financial Report for the period ended August 31, 2026.

Ms. Rosario Pena, Assistant Superintendent for Business and Administration stated, thank you Dr. Cuff. Good evening, Board President, Mr. Elizondo, Superintendent Dr. Cuff, members of the Board, and audience. Tonight, I'll walk you through the Board and the Board through the District's financial position cumulative as August 2026. Before I review the individual funds, I do want to provide some important context regarding the August reporting. For purposes of the meeting tonight's Board for purposes of meeting tonight's board agenda deadlines, administration closed the financial reporting period as of August 21 rather than 31st. As a result, the report that you see before you does not represent all financial activity through the month end of August. It is also important to understand the timing of our state revenues. The state of Texas operates on a fiscal year that runs from September 1 through August 31st. Because of the timing of the state funding and our month end closing processes, several revenue sources have not yet been received and/or recorded. In particular, revenues attributable to July will not be reflected in our financial statements until September reporting period as we complete the appropriate accounting processes. It is also important to point out that the district does not receive its normal state funding during the month of August. As a result, we continue to incur payroll and operational expenditures during August while the corresponding state revenues are not being received and recorded during the same month. With that constant, I will start with the general fund. We are showing approximately \$2.5 million in revenue and approximately \$31.7 million in expenditures resulting in a current reported ... Mr. Carlos Elizondo, Board President interjected, Ms. Peña I don't mean to interrupt. Can we have that on the screen for the public? Ms. Minerva Pena, Board Member stated, for the public to see what you're talking about? We usually have it on the screen. Mr. Elizondo stated you don't, have it? No. Oh, they don't have it. Okay. **Ms. R. Pena stated, financial report, no, sir.** Mr. Elizondo stated, okay. That's fine. Thank you. Go ahead ma'am. **Ms. R. Pena continued, yes, sir currently holding a deficit of in the general fund of \$29.1 million. I do want to emphasize that this is a current reporting position based on timing of our revenues and it should not be interpreted as our final**

fiscal year end position. Several significant revenue sources have not yet been received or recorded. As those revenues are received and recognized in September, we expect this position to change. We will continue to closely monitor this fund, particularly expenditures, revenues, cash flows, and fund balance as we move through the September reporting period and complete our year end accounting. I would also like to clarify that the \$17.9 million in proceeds from the sale of Cummings and Longoria remains separate from normal operating funds. In your special revenue funds, we are currently showing approximately \$16,131.00 in realized revenues and approximately \$2.9 million in expenditures, resulting in a current net deficit of approximately \$2.9 million. I want to remind the Board that the special revenue funds operate primarily on a reimbursement basis. In other words, the district will incur the eligible expenditures first, and then those expenditures are submitted to the appropriate granting agencies for reimbursement. Therefore, the current deficit reflected in these funds is largely a timing issue between when expenditures are incurred and when we are requesting reimbursements back to the district. We will continue to submit reimbursement requests and monitor these funds to ensure that eligible expenditures are properly reimbursed. On your debt service fund, which we covered a little while ago. We're reflecting approximately \$97,000 in revenue and approximately \$4.2 million in expenditures. The expenditures represent the district's final debt service payment made in July, and it is important to point out that this payment was made using existing debt service fund balance. As a result, the district no longer needs to levy a tax rate specifically for debt service as discussed earlier. Following the final payment, we anticipate to still have a \$4.2 million remaining in the debt service fund, which is part of their fund balance. This is what we were speaking of a little while ago. We are consulting with our financial advisors to see what avenues we can take for these funds that remain in the debt service fund balance. As requested, the only guidance that we have received to date from our financial advisors, excuse me, is that we do not continue to earn any type of income on these funds, therefore, they are being held in a non-interest-bearing fund. We will continue to work with them and to provide definite guidance. We will be bringing that back to the board. Lastly, our self-insurance fund, at this point, the fund is showing approximately \$3.7 million in revenues and approximately \$6.7 million in expenditures, resulting in an approximate deficit of \$2.9 million. The revenues collected include the district's contribution of approximately \$630.00, along with employee contributions of approximately \$17.25 per employee per month. The self-insurance fund continues to require close monitoring. As we have discussed previously this is an area where administration is closely evaluating revenues, expenditures, claims activity and the overall sustainability of the fund. Overall, the financial activity presented this evening reflects the normal timing differences that occur at the beginning of the new fiscal year. Administration will continue to monitor all funds closely and will provide updated financial information as additional state revenues are received. As grant reimbursements are processed, and month and closing entries are completed. That concludes our financial report presentation. Ms. Neida Ruth Grantland, Board Member stated, Mr. President. Mr. Elizondo stated, yeah, hold on I have Ms. Ortiz's hand up first. Mr. Frank Ortiz, Board Member stated, thank you, Mr. Elizondo, Ms. Pena, what is the status of our current fund balance at this point in time? Ms. R. Pena replied, sir, that is difficult to say because our year in closing has not occurred as of today. We're waiting for our external auditors to present that audit in June. I am holding on to the \$90

million that was talked about at the last budget meeting. That's what we started the year with. However, we have already brought some budget amendments to the Board, and right now we're estimating about \$81 million in fund balance. However, this amount can change after all the accounting has been processed and all the accounts have been closed. Mr. Ortiz stated, thank you, Ms. Pena. Like I said, that number really concerns me quite a bit, and this is why I was asking what the status of our fund balance is at this point in time. **Ms. R. Pena stated, yes, sir.** Mr. Elizondo stated, Ms. Grantland. Ms. Neida Ruth Grantland, Board Member stated, thank you, Mr. President. Last year, refresh my memory, with our Employee Benefits Committee and all, when they came with the recommendation that we adjust the premiums in order to take care of the deficit that we were seeing, wasn't that like 2 million? **Ms. R. Pena replied, I don't recall, Ms. Grantland that amount of money. I do recall that we did go up on our district contribution, and we did go up on our employee per month.** Ms. Grantland stated, okay. **Ms. R. Pena stated, I am not...** Ms. Grantland stated, if I am recollecting correctly, we're showing that our debt is getting bigger instead of diminishing because you're saying \$2.9 at this point. **Ms. R. Pena stated, currently that is our deficit.** Ms. Grantland stated, and if it was two last year then we're not heading in the right direction, and I'm trying to figure out are we going to be actively engaging with our Employee Benefits Committee to continue with solutions because we can't keep inching up even if it's just a few million if you will. **Ms. R. Pena stated, yes, ma'am, and I can assure you I have had meetings with Dr. Cantu and Mr. Zorola on that same point and they are actively working to try to find out avenues.** Ms. Grantland stated, good. I just want to emphasize let's not lose sight of the of what we're needing to do in that respect. Thank you. Mr. Elizondo stated, Ms. Pena. Ms. M. Pena stated, okay, I have a question. Employing contribution is how much? **Ms. R. Pena replied, the employee contribution is \$17.25 per employee per month.** Ms. M. Pena stated, how many employees do we have approximately? **Ms. R. Pena stated, Ms. Alaffa, 5,000.** **Ms. Lizette Alaffa, Director for Finance stated, 5,800, but not all of them may be covered.** **Ms. R. Pena stated, 5,800 employees but not all of them may be covered.** Ms. M. Pena stated, does anybody have a number of what we actually, and I know this meeting is going to discuss everything about benefits, so did anybody bring their paperwork to see how many employees were actually making that contribution? Since this is covered everything in detail? Who has the paperwork and the number that shows how many employees contribute to this on a monthly basis? **Ms. R. Pena stated, we can get that from the Employee Benefits Department ma'am.** Ms. M. Pena stated, they're not here today for that? Because that is very essential and that is what feeds our insurance and it is part of the presentation I thought. **Dr. Nellie Cantu, Assistant Superintendent for Operations stated, Ms. Pena we can certainly get the report for you. It's not included in this financial summary report but we can get you a copy of the number of employees.** Ms. M. Pena stated, and Dr. Cuff I think this is important when you bring a presentation that you bring every single little detail, especially what's feeding into that fund, so we can know what we lack, what we have, what we don't have, and not in every meeting we've had, we don't have that information. We need to be very consistent and very detailed in everything of the presentation that we're going to have because this is the questions I get asked by the public, and I don't know what to say to them when they hear that we don't have that information available. So can we make sure when we have presentations, they bring everything that is tied into the presentation. Because she talked about the employee contributions which ties it into the presentation but doesn't have the information about the employee contributions in detail. Mr. Elizondo stated, thank you.

Anybody else? Just a real quick question on my behalf. I know we paid PSJA for an app, correct? **Ms. R. Pena stated, yes sir, I believe we do.** Mr. Elizondo stated, that helps us recapture the ADA right, for the, I think it's called Optional Flexible School Day Program. Do we know or how much we're expecting from that program alone? **Ms. R. Pena stated, Mr. Elizondo, thank you for that question. We won't know until the near final summary of finances, and that won't be released until late October. As of today, the ADA is still reflecting what we had previously before the adjustments were made in TEA in speaking with Dr. Cantu. TEA has assured that it will be near final reporting, which is around the end of October.** Mr. Elizondo stated, do you have a preliminary number? I mean, I'm not going to hold you against what you're going to say today, but. **Ms. R. Pena stated, I believe Dr. Cantu will be better answering that question.** Mr. Elizondo stated, sure. **Dr. Cantu stated, based on the number of minutes that we recaptured and the number of days that we recaptured, and working with PSJA, they're giving us an estimate anywhere between \$18 million to \$20 million dollars.** Mr. Elizondo stated, that's beautiful. And then that should be somewhere where in hitting our purse in about October? **Dr. Cantu stated, yes. Ms. R. Pena stated, that is correct, sir.** Mr. Elizondo stated, okay. Thank you. Mr. Ortiz? Mr. Ortiz stated, thank you, Mr. Elizondo, Dr. Cantu, on the approximately \$18 million, as you said, that is coming to the district, where does that money go and what is it used for? I'm just thinking of the \$81 million that we have. So that's why I'm asking where does that money go? **Dr. Cantu replied, it will go back to the general fund, sir.** Mr. Ortiz stated, thank you, ma'am. Mr. Elizondo stated, thank you, anybody else, Ms. Pat.

VII. PUBLIC COMMENT:

Patrick Hammes - Board President Elizondo, Dr. Cuff, members of the Board. Patrick Hammes speaking on behalf of the membership of BEST AFT. I am speaking on agenda items B. XI.3A, IXA6, and possibly, if there's time permitting VI. A11. Dr. Cuff, BEST AFT would like to commend you for your breakfast with the community this past Thursday held in the same room. This room was packed with community members. You had a great turnout from the community, the feedback from the parents was positive. And you shared your goals for the upcoming year, which were well received by the community. One of your goals was to increase the enrollment and maintain its number of students that we have in BISD. BEST AFT strongly agrees with your goal. One of the areas of concern in meeting this goal were the results of the district campus climate survey that was presented to the Board in June. When employees are being treated with respect and dignity at their work site scores a 56, you have an issue. A 56 is a failing grade. Employees may not want to bring their children to a district where they are not treated with the dignity and respect. This is a cabinet and campus administration issue that we hope you set as a priority to resolve and improve. For if it doesn't improve, then recruiting and retaining of students will be difficult to accomplish. IXA6, approving new policies. Most of the policy changes you're going to be recommending tonight or approving tonight are due to the legislation that was passed in the last legislative session. There were some changes to DHS Local which include the addition of prohibited classroom instruction of activities, prohibited diversity, equity, and inclusion. An employee is prohibited from intentionally or knowingly in or signing to another individual, instruction, guidance, activities, or programming as prohibited by law. An employee shall be subject to disciplinary action, including termination of employment, if the employee intentionally or knowingly engages in diversity, equality, and inclusion duties, or assigns to another, individual diversity, equality and inclusion duties. BEST AFT is asking that you share this with all

employees, but especially your classroom teachers with an explanation of the do's and the don'ts. I am not sure how one teaches US history without covering diversity, equality, and inclusion, so all teachers should have a clear understanding of what is allowable and what is not. DK regulation is not in your policy tonight. We have been asking for this for years, and DK regulation has to do with the employee work schedule. And the phrase we have always had an issue with is a teacher at the high school or secondary level will work a minimum of seven- and three-quarter hours. At the elementary level, a minimum of seven and a half hours. There is no maximum. That is not treating your employees with dignity and respect if you're going to work them 54/7, 64/7. Okay? We would ask the Board and the policy chairperson and the policy committee to please look at amending this policy. Finally, as we approach Labor Day, the Board still has not approved the employee health insurance plan for 26-27. The Employee Benefit Committee has already made a recommendation to administration and we ask that you approve it as soon as possible. Thank you for your time and have the best of evenings.

Nancy Beltran - Good evening, Board President Elizondo, members of the Board, Superintendent Dr. Cuff, coworkers, and colleagues. My name is Nancy Beltran. I am the president of Texas Valley Educators Association. I am so proud teacher of in kinder at Pena Elementary. Thank you for allowing me the opportunity to address the board this evening. Tonight, I would like to speak about the agenda items recommending approvals for construction services throughout the district. These items are important and it brings a concern to mind. The condition and air Conditioning to our schools. I recall the issues being brought up last year and the year before. I remember hearing the plans that would provide air conditioning to our gyms. However, several schools in this district still continue to be overlooked. My question is simple why? Why should some schools have to wait year after year for the same basic improvements? Shouldn't every child in the school district have access to a safe and comfortable environment regardless of the elementary they attend? I respectfully ask this board to consider allocating the funds that were previously promised towards installation of air conditioners in the gyms to the ones that were left out. This is not simply for comfort. It is about the health, the safety, and the well-being of our students and our staff. Recently, due to extreme weather, an email was sent by Ms. Rose Longoria to the district principals advising them to avoid outdoor physical education and recess due to the temperatures. I appreciate those efforts to protecting our kids. However, I have recently been called by some educators in different schools who report that this guidance has not been implemented by several of our elementaries. Again, I ask why, if we recognize that extreme weather brings safety concerns, then why is it that not all students are being considered. Why is it that only certain grade levels are being put into the classrooms instead of going outside to PE while the little ones are left outside? If you recognize this as a heat extreme safety, I ask you to please consider the youngest students in our district. And that leads me to my next comment kindergarten. In this Board we have previously recognized the need for kindergarten classroom teachers to have teacher aides. We appreciate the effort; however, the current staffing models do not provide consistent support for our teachers or our students. Personally, I have an assistant that comes into my classroom at 9:15 and leaves at 10:15. Then she comes back at 2:10. And leaves at 2:45, leaving me with an hour and 35 minutes of help each day. I am responsible for 19 students. This includes students with autism, with defiant behavior, with excessive behavior, students that have never been in school, and several students that require redirection and support. I share this not to complain, but to ask for help. Understand the reality that is happening in our schools. Kindergarten is the beginning of our students' educational journey. We are to build this foundation so that they become great future learners. These are the students who need to learn how to follow routines, communicate, regulate their emotions,

and interact with other students and become those successful learners. Our kindergarten teachers want every child to have the attention, patience, and instruction that they deserve. Please help. Thank you.

Adina Alegria - Good evening, Board of Trustees, Dr. Cuff, everyone in the room, and those watching this evening. My name is Adina Alegria, and I serve as the Executive Director of Texas Valley Educators Association, the district's second largest association and an affiliate of the Brownsville Union Coalition. Quickly, I'd like to say and apologize to Ms. Borrego. I want to apologize for a public outburst that I had last month. As the largest association, you deserve that recognition and respect, and I sincerely apologize. I am, however, profoundly grateful that Mrs. Garza brought the district's sick leave bank procedures before the board today. I want to share a brief story that illustrates why the current policy needs revision. Earlier this week, our association received a call from a member. I did not take the initial call, but after reviewing the notes, I contacted Human Resources. I also want to recognize Pilar for her professionalism and outstanding customer service in Human Resources. HR confirmed that the information our member received was accurate. This district employee has a child battling cancer. The employee has exhausted their available leave, yet, their coworkers have generously donated days to help. Unfortunately, under the current policy, those donated days cannot be used until the employee first exhausts their remaining 10 days of medical and state leave, something that won't happen until the 25th of this month. So you have to go to the 25th, you have to exhaust your 10 days, and then you could start utilizing those gifted days. When I called the employee to discuss the information from HR, I learned that the spouse is also a district employee and is facing the same situation. These families are going through an unimaginable crisis. Their coworkers have stepped up to support them, yet the current policy creates additional barriers at the moment they need help the most. I strongly urge this district to allow donated days to be used when they are needed, without unnecessary conditions or delays. These employees continue showing up to work despite the most heartbreaking circumstances imagine the relief they would feel knowing they could care for their child while still having the security of a paycheck. That is what a compassionate leave policy should provide. While the district is reviewing its processes and employee benefits, I also urge the Board to reconsider the current workers' compensation program and identify an option that truly benefits employees. How does it make sense for an employee who is injured on the job first to use their own leave, before workers' compensation benefits begin. And employees should not have to exhaust their personal days because they were hurt while performing their job. This district is long overdue for a workers' compensation program that protects and supports its employees. Our educators and staff deserve policies that work for them, not against them. And they make an already difficult situation even harder. Thank you for your time and attention this evening. And like we always like to say at TVEA get to know us before you need us.

Esmeralda Garcia Barajas - Good evening esteemed BISD board, Dr. Cuff and BISD community. My name is Esmeralda Garcia Barajas, Diagnostician at Champion and a BEST/AFT of I will be speaking on campus safety tonight. We support the increased security measures requiring exterior school doors to remain locked. Keeping our students and employees safe is something we all agree on. However, the implementation of these security measures has created a workplace issue at campuses with multiple buildings. Many of our schools are not contained within one building. Teachers, staff, and students must move from building to building throughout the school day. Special education teachers and Service providers may need to cross campus to pick up students or provide services. Other employees move between buildings for meetings,

duties, instruction, and other responsibilities. The problem is that many employees do not have keys or badge access to those exterior doors. An employee can leave one building, walk across campus to another building while still on district property, and find themselves locked out. They have to knock, wait for someone to see or hear them, or find another way into the building. Staff members have reported waiting as long as 20 minutes for someone to open the door. 20 minutes is not a minor inconvenience. It is lost instructional time, lost service time, and when a student is with that employee, lost learning time. This is not about asking the district to leave doors unlocked. We absolutely want those doors secured. This is about giving authorized Employees a safe and reliable way to access the buildings they are required to enter as part of their jobs. It is especially important when employees are responsible for students. Teachers and students should not be standing outside a building, knocking on a door, and hoping someone hears them. BEST is asking Brownsville ISD for a districtwide solution. If an employee's job requires them to move between buildings on their assigned campus, that employee should have a secured method of accessing the appropriate doors. That could mean a key, an electronic badge access, or an electronic entry system similar to what we already use at many front entrances, where an employee can identify themselves and office personnel can remotely unlock the door. There may be other solutions as well. We are not here to tell the district which security system it must use. We are asking the district to recognize the problem and fix it. Security procedures should make our campuses safer without creating unnecessary barriers for employees trying to do their jobs, or students trying to access services and instruction. We are asking the administration to review this issue across our campuses and work to develop a consistent district wide solution. Our request is simple keep the doors locked, keep our campuses secure, but give our employees and students a safe and reliable way to get through those doors. Teachers and students should not have to knock on the door of their own schools and hope someone hears them. Or, God forbid, there's a serious tragedy and staff and students are locked outside. Please work on a campus safety solution. Thank you for listening to the best talk.

The Board may deliberate or take action regarding the following agenda items.

Board policy BE (Local) and Robert's Rules limits debate to two opportunities. A Trustee may debate a motion for three minutes on the first speaking opportunity and two minutes on the second opportunity.

VIII. Recommend approving the Consent Agenda. The Board has agreed to discuss the following items. All of the items below that are not called out will be approved by consent.

Motion was made by Denise Garza, seconded by Neida Ruth Grantland, and unanimously carried for approval of the General Function Items as reflected on the Consent Agenda. (7-0-0)

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| IX. | A. | General Function Items | 1, 2, 3, 5, 8, 9, 10 |
| | B. | Payments | |
| | C. | Budget Amendments | |
| | D. | Contracts/Agreements | 1, 2, 4, 8, 9 |

(All presentations limited to five (5) minutes)

IX. Consent Agenda:

- A. Recommend approval of the following General Function Item(s):**
- 1. Recommend approving the rescheduling of the Regular Board Meetings as follows: change**

the meeting from November 3, 2026, to November 2, 2026; December 1, 2026, to December 15, 2026; and the meeting on January 5, 2027, to January 12, 2027. These adjustments are necessary due to Election Day and scheduled holidays. **(Consent Agenda)**

2. Recommend approval of the Annual Review Statement of Investment Policy and Strategies in accordance with the Public Funds Investment Act, Texas Government Code, Section 2256.005(e). **(Consent Agenda)**
3. Recommend approval of Resolution #020/26-27 for adoption of the 2026-2027 Proposed Tax Rate. A tax rate of no more than \$0.7716 per \$100.00 validation with a Maintenance and Operations tax rate of \$0.7716 and a Debt Service tax rate of \$0.0000. The 2025-2026 total tax rate was \$0.8314. **(Consent Agenda)**
4. Recommend approval to submit Brownsville ISD's proposed TIA designations for the 2025-2026 data capture year and to pay the required reimbursable designation fees in an amount not to exceed \$500,000.00 to the Texas Education Agency.

Ms. Daniella Lopez Valdez, Board Member stated, Motion to approve. Ms. Denise Garza, Board Member stated, Second. **Dr. Timothy Cuff, Superintendent stated, at this time I'd like to turn it over to Ms. Pena please. Ms. Rosario Pena, Assistant Superintendent for Business and Administration stated, thank you Dr. Cuff and we have Mr. Camarillo who will be addressing this item.** Mr. Carlos Elizondo, Board Member stated, Ms. Pena had a question so let's see Ms. Pena. Ms. Minerva Pena, Board Member stated, yes, I'm sorry. On this, for the proposal of the TIA designation for this school year, and we had to have that half a million that was returned did we do anything, or is there a possibility where we could have corrected something to keep this money from being pulled back? Because I have investigated and have seen that this happened in another school district, the same thing. So, do you know we did everything? Mr. Elizondo interjected, Ms. Pena this is not the same this is TIA the Teachers Incentive Allotment. Ms. Pena stated, oh I'm sorry okay okay so why that these are reimbursements back to the for the TIA. I am sorry that was another question, what is the reason that we have to return it I mean do we did we not use it or is there a way to use it or why do we reimburse to TIA is that a mandatory part of it? Mr. Elizondo stated, I think they're reimbursing us. Ms. Pena stated, okay okay when you put reimbursement, it's to us. And I understood and I asked, and someone told me they didn't know. That's why I asked the question. So, okay, so then we're okay with this. So this is coming back to us, and then we're going to distribute it and make sure that we use it correctly and properly, correct? **Mr. Emiliano Camarillo stated, yes. Good evening, Board President, Dr. Cuff so this money is what we pay TEA upfront to submit proposed designations, and then we get it back. It's kind of an in good faith payment.** Ms. Pena stated, okay, and if you don't give them this payment and then they give it back to you, we can't continue. Do you know why they do that? That's my question. Why do you have to give, how long do they hold that half a million dollars? **Mr. Camarillo stated, great question. They hold it up until the following school year when we consider what's called the September settle up. So, we're going to pay it, if you give me permission, we pay it in November and then they reimburse it in September of 2027 is when we'll get it back.** Ms. Pena stated, and this is every year? **Mr. Camarillo stated, every year that it's Texas legislature statute that we have to pay a \$500 fee, per**

designation that we submit. Ms. Pena stated, yeah, in other words, the legislature said you can give that money, but why don't you take half a million from them and hold it to continue? Yeah. And it wasn't like that, you know, I'm going to be 70. It wasn't like that in the old days. So, I'm just very shocked because that's money that they're taking from us and they're holding and we can't use it. And then we have all kinds of short funds here, short funds there, short here. We don't have money for this, but then in order for us to get that, we had to give up a half a million and that's their way of keeping us in line per se.

Mr. Camarillo stated, so I don't know if it'll bring peace to your heart but we're giving them \$374,000 and they're giving us \$36 million. So, we pay a fraction of what they're giving us. So I understand what you said that we have to release the funds, but they're upfronting this year \$36 million thanks to TIA. Mr. Elizondo stated, that's great. Ms. Pena stated, and that's wonderful. But my thing is that you're taking your money out of your fund balance and this roof is falling apart so we can turn around and get the money that we're going to use for the teachers, they deserve it 100% but, I am with you 100%, but you are shorting the end of over here the fund balance, and get this money over here. And that is what I am saying. Because every time I hear our staff say, we're short on fund balance, we're short on this, we're short on that. And it just kind of, this is something that the legislature put in.

Mr. Camarillo stated, you're exactly right. Ms. Pena stated, so I told people to talk to them. Because look how they're hurting them. Because the rationale is what? That they might not trust you're going to use the \$36 million properly. And that's my only thing. You know, you take money out of your everyday living. Okay. Mr. Elizondo interjected, thank you Ms. Pena. Ms. Pena stated, but that's the law. Mr. Elizondo stated, Ms. Grantland, you had something? Ms. Neida Ruth Grantland, Board Member stated, no I was going to ask what the rationale was. What are they thinking when they implement this rule? We are not going anywhere. Our teachers are in the classroom. What's the deal?

Mr. Camarillo stated, we have asked in the past and they are just like that how the law was created back in 2019, and so TEA is just implementing the law that the legislature passed. They wanted a \$500 fee to propose a designation that was reimbursable. Ms. Grantland stated, well and I guess it's the same amount that keeps rolling over year after year so we adjust to that.

Mr. Camarillo stated, that's exactly right. We give and they come back. The only good thing is we are getting up front all of those millions. Ms. Grantland stated, no I see the proportion of it is crazy but yeah.

Mr. Camarillo stated, you all are saying the correct things you're asking the right question. Mr. Elizondo stated, thank you Ms. Grantland, Mr. Ortiz. Mr. Frank Ortiz, Board Member stated, yes thank you Mr. Elizondo, Mr. Camarillo I know that you're saying that they hold the money we don't get it back until the following year but this year we're getting back from the past years right so it's not like, you know, it's actually coming back to us every year. Even though we're paying the half a million now that we don't get until next year, we're getting the one that we gave two years ago. Is that correct?

Mr. Camarillo stated, that's exactly right. Mr. Ortiz continued, it's like a rollover, it's just like a rollover.

Mr. Camarillo stated, since 2019, that's just how we get it back. Mr. Ortiz stated, that's what I figured. I just wanted to clarify that.

Ms. M. Pena stated, can I just finish with this? Mr. Elizondo stated, Go ahead. Ms. M. Pena continued can you ask them who's collecting the interest on that money that they're holding?

Mr. Camarillo replied, I would love to send that in an email. Yes, ma'am, I will. Mr. Elizondo stated, thank you. Go ahead, Ms. Pat. Any further questions? No? Go ahead, Ms. Pat. Ms. M. Pena stated, It just bothers me that they make interest of our taxpayers' money.

Motion made by Daniella Lopez Valdez, seconded by Denise Garza, and unanimously carried to recommend approval to submit Brownsville ISD's proposed TIA designations for the 2025-2026 data capture year and to pay the required reimbursable designation fees in an amount not to exceed \$500,000.00 to the Texas Education Agency. (7-0-0)

5. Recommend approval of the Senate Bill 12 compliance certifications. **(Consent Agenda)**
6. Recommend approval to adopt (Third Reading) TASB Update 126 Local Policies, and approval to adopt (Second Reading) TASB Update 127 as recommended by the Governance, Policy and Legislative Affairs Committee. The Governance, Policy and Legislative Affairs Committee met on April 23, 2026 and August 18, 2026.

Mr. Carlos Elizondo, Board President stated, this is a question for Ms. Pena Board Member. **Dr. Tim Cuff, Superintendent stated, okay.** Mr. Elizondo stated she's the one that circled it. **Dr. Cuff stated, okay for Ms. Pena would you like to ask we have Ms. Pena over there that would like to talk.** Mr. Elizondo stated, she had a question on it (inaudible). **Dr. Cuff stated, okay and we have Mr. Zorola to answer any questions.** Ms. Minerva Pena, Board Member stated, okay, this is the third reading, am I correct? **Mr. Corpus Zorola, Director of Employee Benefits stated, yes, ma'am.** Ms. M. Pena stated, so does this mean that this is the final reading of this and then it comes for approval? **Mr. Zorola stated, right so this is up to you all. So, on the third reading, you get to go ahead and debate. If you have any more questions, you can either pull it, send it back to committee and/or approve it as a governing board.** Ms. M. Pena stated, well, we had the policy committee meeting, we had some questions. I'm sure you remember that. **Mr. Zorola stated, yes and they were corrected.** Ms. M. Pena stated, and yes, but have we gotten that information? **Mr. Zorola stated, yes, they're actually within your packet.** Ms. Pena stated, was it made public so the public can know? **Mr. Zorola replied, yes. Yes, it was.** Ms. Pena stated, how? **Mr. Zorola stated, through board book. So it was given to Pat, she went ahead and passed it.** Ms. Pena stated, but not everyone has access to board book. That's my concern because of the fact that we have some concerns and questions. So I wanted you to come in and present it one more time on what was changed, how it's going to be, and this is what it is. And because the changes that were made, but I wanted to see the changes actually come up. Okay, this has been changed to this, and we're going to do this like this. **Mr. Zorola stated, that's not a problem. Okay, so thank you for giving me the opportunity, Board President, Superintendent, and Governing Board. So we are going on our third reading for policy update 126, and that consisted of 28 updates, right? And there were some additions that were asked by the Governing Board to make those changes, and they were done. The first one was BE, and that included the information to assure that we included the time or the date as per our Superintendent's office. Right, you're looking at to make sure they had six days to be submitted, and that was actually included. Also, the recording vote this was as per policy that was required, so that was included in BE also. So that was BE in the change, and then you could see on your board book that it is listed by update 126 with some revisions that were declined. Remember you made those adjustments so TASB went ahead and changed them as per the governing board request and that is documented. The next one that we had to be changed we're going to go to BED. So BED we had the actual procedures for the board meeting, right, where the law was**

requiring for us to have a certain language. So that was included in BED local. And then the next one was JC, and that one includes where we had the district from having the classroom instruction or activities. Based on GF local and with appropriate diversity, equality, and inclusion. That was also added in that. What was the next one? DEC was also an additional one that you guys were asking for a change. And that one includes your banks. So your local leave, the adjustments that you all asked for are included. Additionally, with your employee transfer, that information that you all asked for were also included and changed to meet the process and procedures that you all requested. I believe also we had CSA. CSA was the designation of use of private spaces. You asked for the language to be more precise, so we included that as per your request. Additionally, CV local, the threshold that you all asked for, was included at 25K for construction contracts. DGBA also was actually adjusted. We reversed a lot of the language to our original policy, and we made sure that it did match with what the state was asking us. Ms. M. Pena stated, could you politely tell us what page and section you're on? Because I'm trying to find it on my computer. **Mr. Zorola stated, right, so DGBA would be page 58.** Ms. M. Pena stated, what section? **Mr. Zorola stated, so it would be the first section. You're looking at section A. And then you go down to page 58.** Ms. M. Pena stated, thank you because it is in the first section, correct? Thank you. **Mr. Zorola stated, yes, ma'am.** Ms. M. Pena stated, no, my first section doesn't open what you're saying. It only has two pages, so let me get on that page. **(Pause)** Okay, go ahead. **Mr. Zorola stated, and that includes all the updates that we're going to actually present for the third reading.** Mr. Elizondo stated, thank you, sir, appreciate it. **Ms. Patricia C. Perez, Executive Assistant stated, may I have a motion and a second please.** Ms. M. Pena stated, and this is just to approve the third reading rights not to approve it to whole, and that's my question Mr.... Mr. Elizondo stated, yeah, well, let's get the motion first and then... Ms. Denise Garza, Board Member stated, motion to approve. Mr. Elizondo stated, go ahead Ms. Pena. Ms. M. Pena stated, so this motion is to approve the policy and this is the final time that it will be brought to the board? **Mr. Zorola stated, right. So, since it's a living document you all could always pull it again, send it to committee and we can make the adjustments. So if you all see anything else that you may have missed please just contact our office and we'll make sure and get that on your next policy meeting.** Mr. Elizondo stated, thank you. **Ms. Patricia Perez, Executive Assistant stated, Ms. Gonzalez yes.**

Motion made by Denise Garza, seconded by Frank Ortiz, to recommend approval to adopt (Third Reading) TASB Update 126 Local Policies, and approval to adopt (Second Reading) TASB Update 127 as recommended by the Governance, Policy and Legislative Affairs Committee. The Governance, Policy and Legislative Affairs Committee met on April 23, 2026 and August 18, 2026.

The following vote was recorded

Yea:	Mr. Elizondo, Ms. Garza, Mr. Ortiz, Ms. Grantland, Ms. Gonzalez
Nay:	Ms. Lopez Valdez
Abstain	Ms. Pena

Motion Carried: 5-1-1

Ms. Perez stated, Motion passes five yes, one no, and one abstention. Mr. Elizondo stated, go ahead, ma'am yes. Yes. Ms. Daniella Lopez Valdez, Board Member stated, I just wanted to state my no, and I understand the district's position on complying with state law and their obligation to, however, I can't personally support policies that may undermine our commitment to equality, inclusion, and ensuring that every child in this district feels valued and represented for the students and families that I represent. So, our responsibility is continuing to be with every single child who walks through our doors regardless of their background, language, religion, ability or economic circumstances. And I understand that our compliance with the law should never prevent us from treating any student without dignity and respect. So that's where I stand. I encourage everybody to please look at what's happening at the State Board of Education and question where our kids from South Texas history is going to be erased, or whether it's going to continue so please participate in this and this for me is my no on making sure that our students continue to be represented.

Jessica Gonzalez stepped out at 7:34 p.m. (via zoom)

7. Recommend approval of the ratified grant agreement between BISD and H-E-B for the H-E-B Trees for Texans: For Communities grant, supporting the district's reforestation goals at Brownsville Academic Center (BAC) and Gallegos Elementary. The agreement shall be for one year, which includes monitoring and maintenance reports. *

Ms. Denise Garza, Board Member stated, Motion to approve. Ms. Neida Ruth Grantland stated, Second. Mr. Carlos Elizondo Board Member stated Ms. Pena. Ms. Minerva Pena, Board Member stated, yes, can we get, sorry, yes, can I get I don't know who can give me the information on the details on this with the support and the information and the goals for BAC and for Gallegos. What exactly and have the other schools have opportunities for this, or is this something that's just starting? Mr. Elizondo stated, Dr. Cuff, maybe you can answer that. **Dr. Tim Cuff, Superintendent stated, this would be turned over to Dr. Cantu. Dr. Nellie Cantu, Assistant Superintendent for Operations stated, yes, this is a grant agreement that we have with HEB Trees for Texas. And what it is, it is these projects to expand the tree canopy. It is for \$5,000 and what they do is the organization looks at which campuses need to increase the canopy coverage. So they identified the Brownsville Academic Center and Gallegos Elementary. The current canopy coverage is 7 to 13% and so they're going to benefit from this. They're going to add trees, it's going to depend on the cost, not to exceed the amount of \$5,000.** Mr. Elizondo stated, thank you. Any further questions? Ms. M. Pena stated, yeah, is there any possibility that we can keep going so we can get other schools because I've seen other schools that really need this other campuses is there a possibility where we can get this extended so we can get the other schools because we have what 31 elementary since some of them I'm sure you've been out there and it's like the Sun is just right in the children's face and body. **Dr. Cantu stated, yes, ma'am again this is something that Ms. Micaela Escobar does a tremendous job so any grant that is available we apply for and we will continue to do that in the future.** Mr. Elizondo stated, thank you, ma'am. **Ms. Pat. Ms. Patricia Perez, Executive Assistant stated, please vote and for the record Ms. oh, I'm sorry.** Mr. Elizondo stated, go ahead Ms. Grantland. Ms. Neida Ruth Grantland, Board Member I'm sorry. Yeah, I just very quickly this tie into what we just saw a few minutes ago and so I am thinking there is a rotational kind of thing going on here based on the coverage, the canopy that is needed at the different campuses after inspecting them.

Correct? Thank you. Mr. Elizondo stated, I am sorry to see you Ms. Grantland, anybody else? **Ms. Perez stated, please vote and for the record, Ms. Gonzalez stepped out. Motion passes 6-0.**

Motion made by Denise Garza, seconded by Neida Ruth Grantland, and unanimously carried to recommend approval of the ratified grant agreement between BISD and H-E-B for the H-E-B Trees for Texans: For Communities grant, supporting the district's reforestation goals at Brownsville Academic Center (BAC) and Gallegos Elementary. The agreement shall be for one year, which includes monitoring and maintenance reports. * (6-0-0)

Mr. Elizondo stated, just real quick, just to reiterate, HEB does wonders for our school district. So just want to make sure that shout out to HEB, they've always been you know true and forward with all our endeavors, and they're just making BISD great. Ms. M. Pena stated, and I also want to thank HEB because I know if you remember in December when the power went out up in San Antonio and they told them Christmas Eve they could not buy the groceries they we're not going to be able to sell them anything and they locked the front doors and they told everybody in the store just pack up whatever you have in your carts, Merry Christmas is yours. So HEB is outstanding. So, thank you HEB.

8. Recommend approval to accept the H-E-B Excellence in Education Award Grant in the amount of \$10,000.00 to Porter ECHS to be distributed to the NASA Hunch and the Technology Student Association student motivational accounts. No cost to the District. ***(Consent Agenda)**
9. Recommend approval of the Communities Foundation of Texas-Educate Texas P-TECH Support Subgrant in an amount not to exceed \$15,000.00. ***(Consent Agenda)**
10. Recommend approval of the annual renewal of Crisis Prevention Institute (CPI) certifications, new certifications, and the purchase of CPI booklets for the 2026-2027 school year in an amount not to exceed \$60,000.00. Sole Source. **(Consent Agenda)**
11. Recommend approval of proceeding with Pyramid Educational Consultants Special Education (PECS) to meet the goals set forth in the Autism Grant of training all Unit Teachers and evaluation of staff in PECS for improved student growth and outcomes. *

Ms. Denise Garza, Board Member stated, Motion to approve. Ms. Minerva Pena, Board Member stated, Second. Mr. Carlos Elizondo, Board President stated, I have a question, Mr. Ortiz, go ahead. Mr. Frank Ortiz, Board Member stated, thank you, Mr. President. Dr. Cuff, I've got a couple of questions on this one, and I think Ms. Lippa is here. **Dr. Tim Cuff, Superintendent stated yes, we can ask Ms. Lippa to approach along with Dr. Garcia. Ms. Adriana Lippa, Administrator for Special Services stated, good evening, Mr. Elizondo, President, and Dr. Cuff, members of the Board, and the community watching us this evening. I am here to answer any questions, Mr. Ortiz.** Mr. Ortiz stated, thank you, ma'am. On the pyramid educational consultants, they're coming in, I know, at \$120,000 How many consultants are coming in? **Ms. Lippa replied I believe that we have about two consultants coming in, but this is a series of training. Mr. Ortiz, that are going to happen for our teachers, our unit teachers, especially because**

we know that, as we've seen and just witnessed with the testimony of a teacher, we have students our autism rate in regards to students is climbing in our district so we certainly this is a very vetted company and it's a sole source company and so this is a training that our teachers for years have been wanting. But unfortunately, because of our funding in regards to special ed we have not been able to provide this training to them. We applied for a grant, we were selected to get the grant which is a 2 million grant and that is actually coming from that money, from the grant money, so it was very specific as it was part of the grant. It was written into the grant that this training would be given to the teachers to assist with students with autism. Mr. Ortiz stated, yeah, and I think that's great. I'm coming at an angle of support, okay, so now this training is it a one-day training, a two-day training, a three day for how long? Ms. Lippa stated, so, it's a series of trainings for our teachers because we know that we don't just want to train the teachers one day and then let them go and that's it. It's follow up training and it's also, I believe, coaching. Coaching is available to the teachers, so it is a very comprehensive training that is going to allow the teachers to not only teach but also for parents and administrators to work with the students, as we know that most of our kids with autism, I don't want to say most, but a large amount of our students with autism are nonverbal students and cannot communicate with our teachers, with students, with parents. And so, this is a system or a training that will allow us to work with the nonverbal students and how to communicate with them. Mr. Ortiz stated, okay, a couple more questions. How many units and how many teachers, how many staff members are being trained? Ms. Lippa replied, so we are training our goal this first year is to train all early childhood special ed units and life skills units at the elementary level, because that is where we are seeing the most behavior spikes at the elementary level. So we are focusing in elementary this school year in units and then for next school year we're going to be focusing in secondary units. Mr. Ortiz stated, okay, so my question is once they come in, do the training and they leave, who in the district then supports our teachers in case questions come up or issues come up on certain strategies or pedagogy that needs to be implemented? Who in the district here is able to give them that support to our teachers since these consultants are gone after the training? Who supports our teachers? Ms. Lippa stated, so we are going to be part of the training. So certainly, I think with anything that we do at Special Services, it becomes almost like trainer of trainers. Unfortunately, this is a Sole Source. But I'm going to tell you that knowing our department and our team that we have; we learn everything and then we go and we support at the campus level. So, it'll be us, special services, making sure that we follow up and be that resource to the teachers. Mr. Ortiz stated, and there's where I was going, the trainer of trainers, okay. We need to have our experts here as well. Just the way that you all do for CPI training, you all do all the training inhouse which is the trainer of trainers. And if any issues or follow-ups need to take place, y'all are there to support our teachers. So, this is why I was looking at this. I think it's great for teachers, for students, but I was just concerned about the support, you know, about these consultants leaving. But if you're saying that you have a trainer of trainers within the district for this and y'all are available to support our teachers, then I'm fine with that. Ms. Lippa stated, thank you, Mr. Ortiz. Mr. Ortiz stated, that's all I have, Mr. President. Mr. Elizondo stated, thank you, Ms. Pena. Ms. Minerva Pena, Board Member stated, yes, ma'am, and the \$120,000.00 that's coming from the grant. Ms. Lippa stated, definitely, Ms. Pena. Ms. Pena stated, okay so it's an autism grant what is the total? Ms. Lippa stated, \$2 million. Ms. Pena stated, okay and do we have a certain time period that we have to use

it? **Ms. Lippa stated, two years, this year and next year.** Ms. Pena stated, so once we get this training will that cover the two years or do we do that again? **Ms. Lippa replied, it's in phases.** Ms. Pena stated okay. **Ms. Lippa stated, it's in phases. So this year we focus in elementary because of all our behavior spikes, and then we move on to secondary. But our goal is to have all teachers trained with this very good training that really is very impactful in the learning students' learning and teachers, also allowing them to really focus on the student and then the instruction. And so, again, this is something that the teachers have really wanted for years, and we really have never had the funding for it. And now, with us writing the grant and being selected to receive this grant, that allows us the opportunity to implement what the teachers have been asking for.** Ms. Pena stated, and what's the delay of doing the middle schools next year? Why not do all of them in one year? The children are there and they're in need. So, why would you make them wait? What's the significance? **Ms. Lippa stated, in all honesty, Mrs. Pena, what we're doing is that we're focusing on elementaries because of the aggressive challenges at times that we have at the campuses at the elementary, we are bringing those secondary campuses that where we see the behaviors are spiking, we are bringing those campuses in, but we're not at this time training all of the secondary. But if there's a behavior, let's pretend there's a child that is at a secondary level where there's, I mean, we've seen challenges. We certainly are focusing also on that secondary campus.** Ms. Pena stated, so you have advised those people on campuses like junior high and high school, because I've heard of a lot of, please forgive me, where someone was bit three times in one week before it got attention. So, we do have somebody out there that is specifically letting them know that this training, if you have children that have this issue or there's a problem, you are going straight to them, right? Because sometimes when you go to the principal or assistant, they are so bogged down with work, they oopsie forget to go do this. So, you are looking at that yourselves, yes? **Ms. Lippa stated, certainly, Mrs. Pena. And the teachers will reach out to the supervisors and the behavioral specialist also. That we have a good communication. The teachers feel very, I guess, we have an open-door policy so they feel comfortable asking for help.** Mr. Elizondo stated, thank you Ms. Pena, Ms. Garza. Ms. Denise Garza, Board Member stated, thank you Mr. Elizondo, Ms. Lippa. Thank you and your team for going out and looking for these grants. Continue looking for more grants and I get the calls all the time the challenges have just become more challenging in our units and in special education in general. This is the same grant that we partnered up with a neighboring district, or is this a different one? **Ms. Lippa stated Correct, we partnered up with San Benito, so San Benito is also going to be benefiting from this grant. We wrote the grant, but we had to reach out to a neighboring district to be competitive, and so Mr. San Benito. I was going to say the name, Mr. Manriquez. So, San Benito said definitely, and so San Benito unit teachers said definitely and so San Benito unit teachers are also going to be included so it's honestly about the community and focusing on the autistic children needing those skills and strategies to be able to learn.** Ms. Garza stated, thank you again and I applaud your amazing team because again I know those challenges have become more challenging and it's not getting easier for our teachers so thank you. **Ms. Lippa stated, I know and I just want to say shout out to the whole Special Services Department because this is not the only grant that we received. Last year we received more than three grants last year and we were just honestly very proud of the team because we're just we know the money's not there, as I'm hearing, and we're going out there and being competitive with the grants.** Mr. Elizondo stated, real quick, just

Mr. Cuff wants to say something real quick. **Dr. Cuff stated, I also would like to echo those comments a shout out to all of the special ed teachers, teacher aides that we have in BISD. They do a tremendous job under some trying conditions that we know and I just want to let them know publicly that they're appreciated.** Ms. Neida Ruth Grantland stated, having been a principal with BI units on my campus I know exactly what you're talking about and one of the things I find to be true is the inability to express yourself and communicate can be very frustrating and can lead to outbursts that can become very dangerous. I commend you for doing this, I commend you for partnering up with a neighboring district. It's no longer a thing about my district, my area, but it's like what can we all do to benefit the region, even? I just recently saw where a person had a child who was noncommunicative autistic and she tattooed a keyboard on her arm so that when his iPad wasn't available, he could still communicate with his mother by pointing at the keyboard at the letters. And now they're marketing sleeves with a keyboard on them. And you know what, that might be something that you would want to look into as a tool. I think it would probably help solve a whole lot of things. I mean, not everything, but at least it'll help. **Ms. Lippa stated, thank you for sharing. I just want to say that, like today, I was interviewed twice one by Telemundo and the other one by Channel 5. And it was certainly Telemundo was talking we, as the Special Services Department, are offering sign language classes to our parents in the evening, virtual. And we're also going to start offering homework, help hotline for our deaf and hard of hearing students because we know that our students struggle and it's a true struggle for the parents that can't help them at home, right? So, we certainly I just want to I'm just very humbled and very I just am amazed at the ideas that come out of our department and certainly the hard work that all the team puts in because they really bring all collectively work together towards one common goal and honestly it is the success of the students.** Ms. Grantland stated, well, and it's also the leadership. Dr. Garcia, Dr. Lippa, Ms. Lippa, I really, really commend you all for giving your staff the liberty to come to you with ideas, giving them the liberty to dream bigger dreams. And who's going to benefit? The students and the parents. **Ms. Lippa stated, definitely yes, for sure.**

Motion made by Denise Garza, seconded by Minerva Pena, and unanimously carried to recommend approval of proceeding with Pyramid Educational Consultants Special Education (PECS) to meet the goals set forth in the Autism Grant of training all Unit Teachers and evaluation of staff in PECS for improved student growth and outcomes.* (6-0-0)

Mr. F. Ortiz stated, just a great shout out to all of our employees that work in those units. All of our teachers are fantastic, but let me tell you, it takes a special type of person to work in those units with those students. So I certainly want to commend them 100%. Mr. Elizondo stated, also, don't forget about your Behavioral Specialists. They do a lot of work throughout the whole district. Shout out to them. Thank you.

B. Recommend approval of the following Payment(s):

1. Recommend approval of payments for construction services and/or engineering services throughout the District in the total amount of **\$469,354.31.**

Amendment:

Page 1 will be replaced with Page 1a

Pages 8-13 will be deleted from agenda backup

Mr. Carlos Elizondo, Board President stated, I motion. Mr. Frank Ortiz, Board Member stated, I second. Mr. Frank Ortiz, Board Member stated, you had a question on this item. Thank you Mr. Elizondo I'm looking at the payments that we're going to be paying out to Insight Public Sector Incorporated, Lopez Early College High School intercom replacement project. We're due to pay them \$113,809. My understanding is and Dr. Cuff, I don't know who can address this question, is that we have issues with the intercom system. It's taken, I don't know how long, to work on it. These contractors indicated that it was ready to go. And all of a sudden, we had some issues, there with the intercom system so what is the status on that and if they haven't finished the job why pay them? **Dr. Timothy Cuff, Superintendent stated, okay. I'm going to turn it over to Ms. Pena and I believe we have two gentlemen in the audience that can assist with this as well. Ms. Rosario Pena, Assistant Superintendent for Business and Administration stated, thank you Mr. Ortiz, may I call on our facilities team Mr. Espinosa and I know we have Mr. Ornelas as well. Mr. Martin Espinosa, Facilities Supervisor stated, good evening, President Elizondo, Board Members and Dr. Cuff. The issues that we've been encountering and the item that we're presenting, it's only for Lopez Early College High School. It's not district wide. Mr. Ortiz stated, I understand that, sir and that was my question. Mr. Espinosa stated, the issues were a few programming. The contractor is still on hold with us, he still has some retainage. Most of the issues before we came into this Board today were resolved. It's our issues of programming. Actually, this morning we had a final walkthrough, not a final walkthrough, another walkthrough, and a lot of the issues were resolved. So, yes, we do still have several dollars in retainage until they finish the job. We're not completely done in that and there's still going to be some closeout documentation and this is not the final payment. Mr. Ortiz stated, the thing is that I know that this item from Lopez came to us as substantially complete and my understanding is that and you just said it right now, we still have some issues with this intercom system and here we are in September already after waiting for a whole, whole year and it's still taking place. So, my question again to you is, maybe to Dr. Cuff, if they have not finished the job like you said, it's the final payment, but if they have not finished the job, why should we pay them? Can we hold the payment, Dr. Cuff? **Dr. Cuff stated, what I'm going to interject is that if I have my way of doing it, I'm not paying them a single penny until we get the job completely done, if that's possible. Mr. Espinosa stated, Mr. Ortiz, just to FYI, it's not the final payment. The substantial completion means that the project has been completed enough to be given to the end users. Yes, we did have issues, and like I said, today in the morning, we did a final walkthrough. A lot of the issues that were in that punch list have been resolved, are issues of programming, bell schedule, so on and so forth. So, this is not the final payment. This is one payment and we still have another payment and retainage. Mr. Ortiz stated, so I bet those payments are over a hundred thousand dollars legal. Can we hold this payment? Ms. Andrea Vela, Board Attorney stated, I prefer to give you advice on that in executive session if you have questions on your legal obligations under a construction contract. Mr. Elizondo stated, we can go into table and then we can go speak in executive session then come back out? Ms. Vela stated, we can do that. Mr. Ortiz stated, that's fine. Mr. Elizondo stated, so we'll break for executive sessions just real quick and then we'll come back.****

7:54 p.m. Executive Session (discussion of agenda item IX. B. 1)
8:35 p.m. Board Convenes

Mr. Carlos Elizondo stated, I remove my second ma'am. **Ms. Patricia Perez Executive Assistant stated, you withdraw your first, yes sir, thank you.** *Ms. Vela stated, so that motion being withdrawn, the motion that is being recommended at this time is to approve payments to Arnold Refrigeration, the two payments to Arnold Refrigeration and Hellas Construction. And to table the payment to insight public sector pending referral to the facilities committee for additional questions by the board.* Mr. Elizondo stated, is Ms. Gonzalez back, ma'am? I'm sorry. **Ms. Perez stated, not yet, sir. She's not back yet.**

Motion made by Carlos Elizondo, seconded by Ms. Neida Ruth Grantland, and unanimously carried to recommend approval of payments for construction services and/or engineering services throughout the District for Arnold Refrigeration, Inc Payment # 11 (FNS Large Storage Freezer Project) in the amount of \$244,531.23, Arnold Refrigeration, Inc. Payment #12 (FNS Large Cold Storage Freezer Project) in the amount of \$147,227.89 and Hellas Construction, Inc. (Hanna ECHS Tennis Court Upgrades) in the amount of \$113,809.05) in the total amount of \$502,773.15. (6-0-0)

C. Recommend approval of Budget Amendments:

1. Recommend approval of Budget Amendment #004 in the amount of \$403,000.00 for Local Funds. (Reallocation of \$103,000.00 and Assigned Fund Balance of \$300,000.00)

Mr. Carlos Elizondo, Board Member stated I motion. Ms. Denise Garza, Board Member stated, I second. Mr. Elizondo stated, Ms. Grantland, you had a question? Ms. Neida Ruth Grantland stated, thank you, Mr. President. I didn't, in looking at the backup information, I couldn't find why this was having to take place and what we're going to use that for instead of what it was designated for initially. **Ms. Rosario Pena, Assistant Superintendent for Business and Administration stated, thank you, Board President and Dr. Cuff. Ms. Grantland, are you talking about the reallocation of the 403 or which?** Ms. Grantland stated, in contracted services, you have \$103,000 and you have the \$300,000 that are totaling. The \$403,000 and then you have in supplies and materials another I'm not wearing my glasses \$103,000 I think it is. So the final column shows that you have you're asking to reallocate \$300,000 is that correct? **Ms. Pena stated, yes, ma'am and if I may go into detail, we're moving or reallocating a \$103,000.00 from it was budgeted under instruction function code 11. That is for our extracurricular or our student activity and motivational software, the ones that handle all the receipts and the deposits and the auditing of the student motivational. However, to correct the function for audit purposes, it needs to go under function 23, which is campus administration. So we're moving the \$103,000 for that purchase into the correct account, which is campus administration function 23.** Ms. Grantland stated, but it remains earmarked for the same expenditure. **Ms. R. Pena stated, yes, ma'am. And on the \$300,000 in function 41, that is to bring over the carryover budget and that is for the forensic audit that is going on currently. So all we are doing here is bringing the carryover to this current year.** Ms. Grantland stated, for this fiscal year. **Ms. R. Pena stated, yes, ma'am.** Ms. Grantland stated, okay. And that is already been approved in our budget and so its not a new thing. **Ms. R. Pena stated, no the \$300,000 is actually is coming from a assigned because that has been delegated.** Ms. Grantland stated, I had put down on my note's student motivation tracking. What is that? And so I think you've kind of. **Ms. R. Pena stated, it is our**

software that handles all the sales, in other words. Ms. Grantland stated, okay, got it. Mr. Frank Ortiz, Board Member stated, yes, I do have questions along the same line as, thank you, Mr. Elizondo, as Ms. Grantland. Function 11, okay, which is instruction, and \$103,000 and it's going into Function 23, as you mentioned a little while ago, which is campus administration. So, from supplies and materials to contracted services. Now, obviously, it's an amendment, so you're taking money from 11 and putting it in 23. So, supplies and materials, are we shortchanging any of our campuses \$103,000. **Ms. R. Pena stated, no sir, we can assure you that that is a movement that needs to happen because it was budgeted under instruction and that money for supplies and materials is still earmarked for supplies and materials.** Mr. Ortiz stated, okay, that's where I have a problem understanding that. If it's earmarked for supplies and materials, you're taking \$103,000 from 11 and putting it in 23 under contracted services. **Ms. R. Pena stated, actually, that one, because it belonged to the software, it was not coded correctly at the beginning of the budget, therefore we're moving it to where it needs to be.** Mr. Ortiz stated, okay, so it was a coding issue. **Ms. R. Pena stated, yes, sir.** Mr. Ortiz stated, all right. Now, as far as the \$300,000 from function 41, which is administration, I don't see \$300,000 in parentheses anywhere of where it was taken out from. It was just added to kind of contracted services. Where did those \$300,000 come from? **Ms. R. Pena stated, that is from the assigned fund balancer. That is for the forensic audit that was approved last year. Last year, it was taken from undesignated and put it into assigned. And therefore, now we're bringing it over to this year to include it in this current budget so we can continue with the audit.** Mr. Ortiz stated, got it from the fund balance, right? **Ms. R. Pena stated, yes, sir.** Mr. Ortiz stated, okay, all right. Okay, that's pretty much what I had questions on. Thank you. Mr. Elizondo stated, thank you Mr. Ortiz. Mrs. Grantland. Ms. Neida Ruth Grantland, Board Member stated, yeah, so I understood that you just slid it over for this particular year. Why was there a coding issue to begin with? **Ms. R. Pena stated, I am not aware of the background to it, ma'am. However, in going through our books, we found this miss oversight if you will right so I am not sure how it had been coded in previous years.** Ms. Grantland stated, well I can see why you needed to move it from instructional to administrative that totally makes sense to me what doesn't make sense is why it was miscoded in the first place because we've got people in the department who need to be right on top of those things. **Ms. R. Pena stated, yes ma'am.** Ms. Grantland stated, so I just wondered about that yeah okay great We're not encumbering any new money, and it's all kosher. Mr. Elizondo stated, thank you ma'am no other miss coded monies we can find there somewhere on there? **Ms. R. Pena stated, I am going to say, like Dr. Cuff, how is it, Dr. Cuff? We can only say previous administration for so long. And I think I'm coming to the end of my rope.** Mr. Elizondo stated, yes. Ms. Pena stated, I can guarantee you're at the very end. Mr. Elizondo stated, that's it, ma'am you're done. Okay.

Motion was made by Carlos Elizondo, seconded by Denise Garza, and unanimously carried to recommend approval of Budget Amendment #004 in the amount of \$403,000.00 for Local Funds. (Reallocation of \$103,000.00 and Assigned Fund Balance of \$300,000.00) (6-0-0)

2. Recommend approval of Budget Amendment #005 in the amount of \$4,520.00 for Local Funds. (Reallocation)
Ms. Denise Garza, Board Member stated, Motion to approve. Ms. Neida Ruth Grantland,

Board Member stated I second. Mr. Carlos Elizondo, Board President stated, go ahead Ms. Grantland you had a question on this one. Ms. Grantland stated, my question is on the next one. Mr. Elizondo stated, is this number two. Ms. Grantland stated, my question is on number 3. Yea I didn't question that one. Mr. Elizondo stated, that okay, go-ahead Mr. Elizondo. Mr. Frank Ortiz, Board Member stated, thank you Mr. Elizondo, Ms. Pena basically the same question on that, you know I think you've already answered it they were already funds that were there were just reallocated him that is correct. **Ms. Rosario Pena, Assistant Superintendent for Business and Administration stated that is correct sir.** **Ms. Patricia Perez, Executive Assistant stated, Motion passes 5 yes and 1 abstention.**

Motion was made by Denise Garza, seconded by Ms. Neida Ruth Grantland, to recommend approval of Budget Amendment #005 in the amount of \$4,520.00 for Local Funds. (Reallocation)

The following vote was recorded

Yea: Mr. Elizondo, Ms. Lopez, Ms. Garza, Mr. Ortiz, Ms. Grantland
Nay:
Abstain: Ms. Pena

Motion Carried: 5-0-1

D. Recommend approval of the following Contract(s)/Agreement(s):

1. Recommend approval of the contract with Cameron County and to pay 60% deposit for estimated costs of election services for a joint election to be held on Tuesday, November 3, 2026, and to authorize the Superintendent to sign the contract. Estimated at \$303,710.00. **(Consent Agenda)**
2. Recommend approval of Interlocal Agreement between the City of Brownsville, Texas and Brownsville ISD – Bus Stop by BISD Police at no cost to the District. **(Consent Agenda)** Item 2 recommend approval of budget amendment 005 in the amount of 4520 for local funds reallocation.
3. Recommend approval to contract Rivera Educational Consulting LLC for the 2026-2027 school year to support District initiatives and practices for elementary educational staff based on District needs, at an estimated cost of \$167,400.00. *

Handout #4 added to official minutes

Mr. Carlos Elizondo, Board President stated, Ms. Grantland, do you have a question? Ms. Denise Garza, Board Member stated, Motion to approve? Ms. Daniella Lopez Valdez, Board Member stated, Second. Ms. Grantland stated, okay, see if I can read my writing on the notes I did earlier. This says that field data evaluation changes in domain 2A. Is that correct? What is Domain 2A, refresh my memory. **Mr. Emiliano Camarillo, TIA Administrator stated, great question. Domain 2A from TEA is the domain that measures how much a student grows from one year to another in the math and reading test only.** Ms. Grantland stated, now, this vendor that we're, Rivera Educational Consulting LLC, how long have they been with us? **Mr. Camarillo stated, since 2024, ma'am. They've been working with our middle school since then.** Ms. Grantland stated,

okay, and have we tracked progress since 2024? **Mr. Camarillo stated, I'm glad you asked that, I have that right.** Ms. Grantland stated, I'm glad I asked it. **Mr. Camarillo stated, great. Dr. Cuff, and Board President, good evening, Board President, and Dr. Cuff, is it okay if I have the leader of Rivera Education Consulting to explain the results we've had in the past? Dr. Tim Cuff, Superintendent stated, that would be fine, yes. Thank you, Dr. Cuff thank you, Mr. President. If it please you, I also have the printed copy of it. You gave it? Perfect. Yes, that's exactly. Thank you.** Gloria Rivera, Representative for Rivera Educational Consulting stated, okay, good evening, President Elizondo, Dr. Cuff, ladies and gentlemen of the board, my name is Gloria Rivera and I'm the founder of Texas ColorBand. Rivera Educational Consulting is also known as Texas ColorBand. It's known as Texas ColorBand because that is a system that we have used to be able to deconstruct the accountability system and come in with actionable practices and actionable practices for the school, for the teacher, and for the students and for the entire school community. So, Texas ColorBand is what you'll be hearing a lot of. You'll be seeing Rivera Educational Consulting as a vendor. We're one in the same. We are from the Rio Grande Valley. Our office is in Edinburg. Every member of our team is a veteran Texas educator and former administrator. With me today is Angie Garcia, a former principal for the elementary schools, for the high schools, for the community colleges middle school curriculum assistant, and on and on. I have two other team members that are not here tonight that your community knows very well. And we have served Texas schools since 2012. And for the past two years, our consultants have been right here in your schools. I was here two years ago when you first approved us, and I answered a lot of very same questions. And we've been working shoulder to shoulder with your principals, with your teachers, with your department heads, with your leaders. We're very excited that we have been invited to be considered again. So, what do we do? We turn a campus's own accountability data into a very practical roadmap for the principal, for the teacher, for the student. We're very surgical in what we do. And what we do is take that information and come in and determine based on the A through F cut scores, based on the metrics, based on the methodology, we determine from that what the instructional groups will be and we tie the instructional groups to those foundational skills that are critical and also the TEKS that the students are having trouble with. We do that at the beginning of the year. We do that at the middle of the year and we do that at the end of the year. At the beginning of the year, we're introducing the system and we're introducing the ColorBand and how by reading the ColorBand and growing a ColorBand you're going to grow in academic growth which is domain 2A. We also teach the teachers and show the teachers and have them really wrap their brains around the metrics behind if a student grows this ColorBand the student is going to get that year-to-year growth for that level. So all of that is built into the system. In the process, we're building capacity for the teachers because once we teach the teachers what the accountability system is and show them how to deconstruct it and how to build the strategies built around how to address what each of the students need, then the teachers are always going to have that capacity. So we really work with building capacity for teachers because those teachers stay in your campuses year after year and they continue using what we have worked with them on. And so tonight I have for you a very quick summary of what we have done the past two years. I have my copy here

because I can't see the screen as well. But it's just a one pager and I want to summarize what we have done in the past two years with your middle schools. I first want to say that I fully recognize that this isn't just Texas ColorBand. This is an incredible partnership that we have with your schools, working collaboratively, building practices for each school. And the other thing I haven't said yet is that every presentation we do, all of the work that we do for any one campus is completely customized for that one campus. We cannot duplicate what we've done for one school with another school. And the reason we can't is because every school is different. And so, as we look at the quick summary here, at the top left, we're looking at the summary of the all eight schools. And there were 10 to begin with, two did not follow us through for the second year, and we're there for the third year this year, and two haven't followed us through for the third year. But we have results on the first day. We do have results for the first year for them, but we don't have, the comparative growth and because we're looking at growth, this is what we're looking at today. So at the very top, you'll see a series of five boxes, and overall for the schools, and notice that it's from 2024 to 2026, the middle schools gained a total of 30 scale score points. If a school had an 82 two years ago, and they got an 86 in two years, or the 2026 that's a net of four points for that one school. Cumulatively, we netted a positive 30 points on that. And in eight of the campuses in 2024 to 2026, we had the average of 83.6 and we went to an 87.4. What you will also see in there are the Region 1 comparatives for your information. The next box is student achievement. That's domain, we talked about domain 2A being the academic growth. Domain 1 is that performance picture. What number did that student get on that day on that test? Did the student get a 92? Did they get an 85? Did they get a 77? Out of the eight schools, all eight raised their scores in domain 1. If we look at the next box, the meet, we're looking at eight out of we're up at the meets and the master's level. The meets level, and I'm sure you know this, it's just a quick reminder the meets level is on grade level, and the master's level is the old exemplary, the highest level of the STAAR test. And we went from a 45 to a 50% across board in the meets, and in master's, we went from an 18 to 22%. On the next box Math growth concerns us ever since the epidemic, we've been very concerned. It used to be that our math departments were the ones that would come in and kind of help out the averages for the RLA departments of reading language arts. It's the other way around now. The math has continued to struggle, and that's the growth that everybody's working real hard at, and we continue working with that as well. So, seven out of the eight did the math growth. Now, these distinctions are those golden stars when you're compared to 40 schools just like you, so that you know not only how you did against everyone in your district, but how you did against the 40 schools that are very, very much like you. And so, we had 17 distinctions in 2024. We have 24 now. We have to grow that because of all the distinctions that the school district schools are eligible for, that if we get 55% of those, then the district gets a distinction as well. And so we're working toward that. So, on the bottom left, you're going to see each one of the schools, and you're going to see the 2024 picture, the 2025 picture, the 2026 picture. 24 was a baseline, 26 is this maze snapshot. And on the right, it's really nice to see all those green numbers right there because you're seeing all the positive gains in the scores there. And achievement is the same thing as domain one, that performance snapshot, you can see that. The Meets, again, is that on

grade level and the ranges that they grew to, the masters is there as well, and the math growth as well. And the math growth as well. The distinctions each of the campuses break, it's a breakdown of each of the campuses, so you can see where they were in 2024, where they are now. At the very bottom, because normally growth is, we talk about reading and we talk about math all the time because of growth and they impact all the way across, but you're going to have a science snapshot right there and it'll show you all the greens, all the double-digit gains, and then the math as well. When we arrive at a campus, we work with In some schools, we work initially with everybody so that the whole school adopts the culture of ColorBand and regardless of the grade that you're in or whatever you're teaching, we want every student to know that they have to grow a color band and if they grow a ColorBand the student's going to be awarded that growth and the school gets awarded that growth and just incidentally, if 85% of the students in your campus grow that one year, the school gets an A right away. There's other metrics that can also get you an A, but the easiest for the most impoverished schools or the underrepresented schools are that if we get 85% of your students to grow that one ColorBand, the school is going to get an A because we're building that foundation. And as you see at the very last little blurb there, growth precedes performance. You don't just jump upon a score, you have to grow into that score, and we're still battling a lot of the administrators, and not here at this district, but you know, not here at this district at all, but many administrators will tell the teachers, do not even worry about growth, we have to hit our performance numbers, we have to hit our percent on meets. We have to hit our percent on masters, but if you don't grow the students there and I think some of the issues that we see if you have schools that are A's, and we just celebrated some that had been working for two years on that A, and they just got that A, and it was a massive celebration. But once we get to that level, then the schools will call us and say, help, we got to the A, and I'm terrified to lose that A. So what this system does is it gives the school support build a roadmap and that roadmap has its components for the principal, so that the principal has the entire campus ColorBand and understands that this band gets this instructional assistance, but not only that, we're also stepping in and adding the whole child. Also talking about what are the needs of a student who is at a contender a level and is contending to move to approach. So, we look at the contenders what do this group of contenders in my class as a teacher need for Teks? And we do that surgical thing. These are the eight kids, these are the five kids that need to get to the light green level, which is the approaches and once they move there, to help them across, we also work with them about what are the emotional intelligence kinds of things? What are the supports that that student needs? So that we get, you know as many of the schools, I'm sorry, as many of the supporting personnel on campus to support that one child. In the middle schools, for example, we'll have meetings with our electives, our fine arts teachers, we'll say, we need to visit with you because these kids are not coming to school excited to do reading and math in our classrooms. They're coming excited because they're going to dance folkloric in the afternoon. They're coming to school because they're going to be in band. They're going to be in all kinds of things. And you're the ones that can talk to them about what color are you in? What's your next goal? What are you doing? Are you going to the tutoring? Are you getting the support? How can I help you? And just building those

conversations and relationships is what we encourage. So that's what ColorBand is about. It's about involving the entire campus holistically and with something very simple, very universal the red, orange, yellow kinds of colors. But beyond that, what each level needs the celebrations that go with moving a ColorBand, how you do that at the beginning of the year and get their baseline, and then monitoring at the middle of the year. The students have really, really cool scoreboards for each one of them for every subject area. And actually, Brownsville ISD is challenging us a lot because you're an early childhood, I'm sorry, an early college district and you're the only college district that we've worked with before. We work with a lot of early college high schools and so what that means is at the middle schools we're looking at how, you know, how to, how to deconstruct everything for all of the kids and for all of the students and helping the teachers and we have what like 14 tabs across, you know, because we're preparing scoreboards for that sixth grader that's moving to eighth grade, you know, math. And for that seventh grade Math, and for that seventh grader that's moving to English one. And so, every one of the scoreboards that we build are built in response to what we're also being challenged by Brownsville ISD to bring back to you. And we're very proud to do that. We thank you for the trust you have in our work. We're very excited about it, and we thank you very much again. For inviting me. Ms. Neida Ruth Grantland, Board Member stated, let me ask you a couple of things, by the way. Your presentation shows that you really are invested in this process, and it shows it's really good. Being one who likes to color code things, I like the ColorBand. But I have a question, in order to get to the A, if you show growth, is there a certain amount of growth that has to be shown before you get to that A? Is there a quota of some kind? Ms. Rivera replied, yes, there is, and we have by school type, a table of measures, and in that table of measures we have every let's look at a middle school for now right and in a middle school we have all of the different subject areas that are tested and all the great levels that are tested in that subject area and we have across the top are eight instructional groups and the metrics in each one. So for every subject it's different So for a six grade different than a seventh grade. It's different than an eighth grade. The metrics in there are different and when the schools follow that, and that's what they can hang on to. When the schools follow that, then they know that if the kid just grows that one ColorBand, they don't have to worry about the metrics and remembering and memorizing. Just grow that ColorBand, it's all there. Ms. Grantland stated, so is there a software that you use as a... are you the software. Ms. Rivera stated, we are not a software company. Ms. Grantland stated, no, but I just wondered if there was a platform that you used that was facilitating what you do. Ms. Rivera stated, no, no. I mean, behind the scenes, you know, we're doing a lot of stuff. Right, right. Ms. Rivera stated, and I'm very proud of the work our consultants do because they work really, really hard to customize for every campus. Ms. Grantland stated, so my next question is how do you differentiate between, let's say, a classroom that's really getting it and the kids or their ColorBand are way up high and the one who's struggling. Do you differentiate or do they have to do the same things? Ms. Rivera stated, absolutely and there's some ground rules that we talk about. Every student needs to get their tier one instruction as they're going to be assessed at the end of the year because that's what we're responsible for. The state gives us a curriculum, they give us the assessment to measure that curriculum. So, once we know that, then the students that are in the higher levels, the meets and masters, especially the master's students. Then once

we know that they can do well, then we have to push them to the next level. And I just want you to know that the very highest two levels. The master's level is one shade of blue. The next two levels are darker shades of blue. And the reason is because we have had many students at that first level of blue. Let's talk about the second level, the flagship, which is the master's level. What happens with a lot of those students is the teacher gets so busy working with the red and the orange and the yellow, the Roy's, and also with the approaches that need to get to the MEETs, and they're working through that, that many times we're losing our master's kids that are falling back to MEETs. Any time a student goes back in those metrics, they're losing growth, they get zero. Ms. Grantland stated, yeah, and with the teacher pupil ratio we have that's a real juggling act for our teachers. Ms. Rivera stated, which is why they appreciate what we do for them. We break it down for them, and then we give them ideas and plans of action, and they work together and they kind of roll their sleeves up. Ms. Grantland stated, I know time is of the essence but I have a couple more questions. Mr. Elizondo stated, Ms. Grantland, how many more questions do you have. Ms. Grantland stated, just one question. Mr. Elizondo stated, go ahead. Ms. Grantland stated, and this probably is more for our administration and not for you. Our teachers that are involved in this, because I have heard peripheral comments about the ColorBand. And of course, we know that there are attitudinal issues no matter where you go, no matter who is working where, it doesn't have to be a school district or anything else so I get that. But how much say do our teachers have in the use of this program and the second part of that question is do the teachers have other things that they do for growth that are as complex as this? Are you expecting them to do several things and juggle or spin several plates that are as complex as this? Because this is very complex. **Mr. Camarillo stated, yes so, Ms. Longoria, I saw you reach for your microphone. Do you want, I can answer or you can? Okay. So, as you heard her say, we're at eight right now. So. If the principal chooses to opt out, not an issue. We're simply providing this as a resource. So we come to you with two different quotes. If you look at the price, it's actually a lot cheaper than that. But I came to you so you could have wiggle room to say, you know what, let's just do it with our top 16 identified. Or let's do it with all 31. But the principal has the autonomy to get to....** Ms. Grantland interjected, okay, so let me just get to the chase here. So the opting out is it solely the principal's decision, or are they obligated to bring the teachers into that decision? **Mr. Camarillo replied, we leave it up to the campus principal because at the end of the day, they're responsible for the campus accountability.** Ms. Grantland stated, yeah, but at the end of the day the teachers are responsible for the classroom accountability. **Mr. Camarillo stated, so we can do it however you like, whatever the directive is.** Ms. Grantland stated, I would like our teachers to have some say. I love the program. Yeah, I have nothing to say about the program in a negative way. I'm data driven myself. So I get it. But I would like our teachers to have a say along with the principals. I don't think it's wise to, because this requires a lot of buy in. And so, if you're going to get teacher buy in, you're going to need to have principals who can bring the teachers in and say, okay, here's what we want to do. Here's where we want to get. Can you buy into this? And then the few that don't, maybe help them understand why they need to if that's the case. But I know I've taken too long and I don't want to do that, but this is a very key thing, and I didn't want our teachers to be shortchanged in this whole decision. **Mr. Camarillo stated, thank you.** Mr. Elizondo stated, You're welcome. Ma'am. That's okay. Go ahead, Ms. Ortiz. Mr. Frank Ortiz, Board Member stated, thank you, Mr. Elizondo. The question that I have is on the ColorBand, the

data that you presented to us, you gathered that data from BISD, is that correct? Ms. Rivera replied, the data that I just presented to you is public information and you get that from the TEA website. Mr. Ortiz stated, so my question is you get this data from BISD. Correct? Ms. Rivera stated, I would get the data from BISD. What I presented to you, that's general information, that's public information that was released August 14th by the state. Mr. Ortiz stated, which is fine and my clarifying question is you get the data from BISD and then you analyze it and then you put the data out? Ms. Rivera replied, yes. Mr. Ortiz stated, okay now Tango can Tango provide a I don't know who can answer this question Dr. Cuff Tango can provide and thus provide the same information plus Tango also gives us Strategies to address the areas of weaknesses, is that correct? **Mr. Camarillo stated, so I can answer that or I can have someone else answer that. Ms. Julie Salinas, Administrator stated, good evening, Board members and Dr. Cuff, Public audience. We do have Tango in our district that does provide the data for us with regards to projections and data walls for the campuses, so we still have that platform, yes. Mr. Ortiz stated, so the data that Tango provides us could be basically the same data that ColorBand provides us, is that correct? Ms. Salinas stated, we have the same data yes. Mr. Ortiz stated, so why are we duplicating services for this amount of money? Ms. Salinas stated, the data that we have is coming from the state that we give out to the vendors. Mr. Ortiz stated, but we still-- my question is here, we have the same data through Tango and ColorBand. That's my question. And I think your answer was yes, correct, Ms. Salinas? Ms. Salinas stated, it is the same data from the state. We provide it to, for example, Tango. We give them the reports from the state, they analyzed the data and they give us the reports, they were asking for the data as well. So we provided them the data and they. So, bottom line, it's the same data. Mr. Ortiz stated, bottom line, it's the same data. Ms. Salinas stated same data from the state. Mr. Ortiz stated, thank you. I'm just concerned about duplication for this amount of money. Dr. Cuff stated, I understand Mr. Camarillo, you look like you want to say something, so would you interject? Anything you'd like to say? Mr. Camarillo stated, I appreciate it, Dr. Cuff. Thank you for the question, Ms. Ortiz. So, the difference between Tango and ColorBand is that Tango does the same thing, but it doesn't coach the teacher through the process. So with Tango, they can download a report, but they're left up to themselves or they're left up to their administration to actually go through the data and establish those plans. What ColorBand does is they get that same data and they actually meet with the teachers and they create a session where the teachers can talk to each other and actually make sure that they get coaching from someone who actually knows the metrics very, very well. Again, Tango does the same thing, but there's no coaching. And what ColorBand does is it does the coaching along with the data. Mr. Ortiz stated, well, Tango does provide strategies to address areas of weaknesses, right? Mr. Camarillo stated, yes, but it doesn't include the teaching. Mr. Ortiz stated, would you call that coaching. Mr. Camarillo stated, no, because they're doing a physical coaching on site. But again, I'm just giving you what they do and what Tango does. Mr. Elizondo stated, Thank you Ms. Garza. Ms. Denise Garza stated, thank you, Mr. Elizondo thank you, Mr. Ortiz. I had the same question where the data comes from. As we know, it's coming already from us. The same data that Tango has. That is also my concern the duplication of services. I know from my understanding, and correct me if I'm wrong, but if I'm not mistaken, if we ask Tango to provide all of those same resources, they're going to do it for us. We're already paying them a service. And so, if they are both providing the same type of service, then maybe we need to evaluate both programs because**

we're paying for a duplication of services. And, you know, seeing the results of our schools, right, how, you know, we celebrated an A campus, right, Faulk. In reality, it's not the data, it's our teachers that are working with a staff, I mean, with a student. So, you know, that credit goes to our teachers. This is all just data, and it's data that's being manually submitted, you know, from us and then manually inputted into a software that Tango already has. **Mr. Camarillo stated, again, you're absolutely correct, however, Tango is not a person. And if we want someone to come talk to our teachers, we still have to pay Tango. So, it's not a duplication of services because with ColorBand someone's going to come in and actually do conversations and actually disaggregate the data for the teachers.** Ms. Garza stated, but we have specialists in our district that are specialists for a reason, right? They're supposed to be hands on with our teachers and our students. Mr. Elizondo stated, thank you. Is that Ms. Lopez? Ms. Daniella Lopez Valdez., Board Member stated, yes, I just have a question previous to this, ColorBands, I remember we were concerned about middle school scores because they had been pretty stagnant, especially in math and science. And I remember we asked to priority schools and to make a difference. I mean, I have never seen this amount of improvement in our district, specifically in middle school think that the coaching is right here in the data of the improvement is in our faces, so I don't know why we would want to not give it another try. I understand that teachers are, I haven't heard from any teacher telling me that this isn't working, but if I'm looking at this right now and right here, knowing myself that TEA has repeatedly changed the accountability system, almost not benefiting our Hispanic population, and we continue to do well, and then we've got our first A at Faulk and Stillman. I don't know why we would take that away. I think that would just be detrimental to our kids. So I just wanted to state that. Mr. Elizondo stated, thank you hold on, Ms. Pena had one more question. Ms. M. Pena stated, yes, and this is just middle school, right, Because I noticed the word elementary came out of your mouth, Mr. Camarillo, when you were talking about, but this is just for middle school, right? **Mr. Camarillo stated, so we have it with our middle schools, but the actual agenda item we have before you today is to establish it at the elementaries.** Ms. Pena stated, and do we have, we don't have tango at the elementaries, am I correct? **Mr. Camarillo stated, we have tango across the district.** Ms. Pena stated, okay, and what I'm looking at the form that you gave us, okay, if you notice, the very bottom it says eight campus average 87.4 and it said it went up from 2025, which is 81.5, I'm sorry, 85.1 you see at the very bottom? **Mr. Camarillo stated, okay, I didn't produce a document, but I will be happy to look. Yes.** Ms. Pena stated, okay, you know how it has improved. **Mr. Camarillo stated, yes.** Ms. Pena stated, okay, but if you go up and look at the schools, there's eight schools, right? Four of them went down. Okay, but at the very bottom, it looks like everybody improved because one of them went from a very low score to a 69 to 84, which made the number at the bottom bump up, but 50% of them went down. According to this, we have this, if you look at it, from a 92 to a 90, then you have one that's from an 88 to an 85, you have one, let's see, where's the other one? 92 to a 90, 90 to an 89, then you have the 89 to an 86. And an 88 to an 85. So, you have four of them that went down. So when you look at the data, oh, how good, but I'm into detail 1000% because at the end of the day, that's what's going to get you the detail. And the detail is that 50% of the schools did not improve, they went down. And I totally agree with my colleagues to duplicate something like this, and we're constantly saying we don't have money for the classrooms and the teachers, which are very important to us. And we do this I really think you need to reconsider and maybe look at the program that you want the most maybe ask like my colleague said can you do that same thing instead of duplicating and paying out money and

the report, please forgive me. It really bothers me at the end it says they went up from 84 to 87. Excuse me four of them went down. I'm concerned about that, that the scores went down. Mr. Elizondo stated, thank you Ms. Pena, Ms. Grantland. Ms. Grantland stated, let me get to the essence of why I asked the questions I asked. Our teachers are overloaded, I have already alluded to the illusion of spinning plates and having to spin them all. And I know that our teachers are getting very, very tired. There's a lot of issues in the district that are impacting our teachers, not all of them in a good way. Now, this is good. I'm not saying it's not. What I'm saying is, as a district and as a Board member, I need to look at what is the biggest bang for the dollar for our district, I need to, and actually you need to look at that because I just follow, you know I look at your recommendations and then I decide on what I think is best based on my knowledge of 31 years of education and administration. And so when I look at this, I want to be sure that what we're doing, in fact, while you were presenting, Tango was in the back of my head. I sat through an entire Tango training when I first got appointed to this because I was intrigued by the system and by how it worked, as I'm intrigued by your system and how it works. But knowing what I know, yes Tango will go into the classrooms because I asked that specifically. And they said if the school asks us to go into the classrooms, yes, we will, and we will coach. So I'm not thinking that it's typical only to this program. Now, types of coaching differ based on the different leadership and what framework of coaching they espouse. But the thing that I'm after is I don't want our teachers to have to do this program, and this program, and this program and then for our bottom line to be funding three different programs that are very high ticket. And you know when we can streamline. I'm not saying this is not the program for the teachers. What I'm saying is it behooves you all to look at it, to talk to the teachers. I want teacher input on what they have to do in the classrooms and yes you say it's optional, okay, but the thing about optional is if I have school A doing this and I give option to school B and they don't do it and then school C does it, so now I'm going to have irregularity within the district. And that's not a good thing either. And now total buy in is hard to get in a district this size. I get that. So, it's a hard thing for you all to come up with, but I think we owe it to our teachers to look at things very carefully. And again, I'm not degrading any of the, I love Tango. This looks really great. This is my first introduction to this and looks wonderful. But again, my teachers are the ones that I'm real concerned about and the bottom line. Mr. Elizondo stated, thank you, Ms. Grantland, Ms. Pena. Ms. M. Pena stated, real quick, I just want to mention I have gotten the concerns. Putting too many programs. It's real easy to be at the top and point fingers go do this go do that. I was worked and I was trained never disconnect from the front line. I have a lot of concerns with the teachers. Why all this? They like tango and some of this is different and I'm concerned with the way it looks. Look at the improvement and I see four of them went down, that very, it gives me chills. Mr. Elizondo stated, thank you. Ms. Pena, Ms. Garza, you had something. Ms. Garza stated, yes, Mr. Elizondo I like to and to Ms. Pat I'm going to withdraw my motion and I'm going to refer this back to committee, please. Mr. Elizondo stated, go ahead Dr. Cuff can we assign this to committee for the 15; yes hold on real quick. **Dr. Cuff stated, yes, we can go back to the curriculum committee if you'd like to and bring it up then.** Ms. Garza stated, yes, please and bring up both programs because that way we can visually see what we currently have and what they both what programs you know what these programs are providing that way we can avoid this duplication of services. **Dr. Cuff stated, we do have Tango and we are looking at this program so both programs can come back at the curriculum committee and we can do a presentation again with both programs or follow-ups we can make something happen there.** Ms. Garza stated, and

maybe a teacher survey. Mr. Elizondo stated yeah. **Dr. Cuff stated, I have some people that I can form a survey real quick tomorrow and give it to them. And they can send it out to the teachers.** Ms. Grantland stated, also our student assessment people, they're the ones that look at the performance on a day-to-day basis I hope. **Dr. Cuff stated, we can do our ARE committee, our sorry, our ARE department and then we can look at the survey for the teachers too. We can do both, we can do all of that.** Ms. Grantland stated, we can't take too long with this because our teachers need to keep moving forward. Mr. Elizondo stated, the next Curriculum Committee is on the 15th if I'm not mistaken, so they can present on the 15. Ms. Pena stated real quick, I want to make sure that the teacher survey understands, please answer it. For if you fear any retaliation, bring it up directly to the Superintendent. We need the truth to come out, otherwise, we're ruining our children and our future because people are afraid to speak out. Mr. Elizondo stated, thank you, Ms. Pena. Go ahead Ms. Longoria. **Ms. Rose Longoria, Assistant Superintendent for Elementary Education stated, I just want to say something thank you. This program has already been approved for the middle schools. You all approved it in the summer. I think we met in May. So the middle schools already have it. This program is not costing the district anything. It comes from TIA and they're looking for resources to help the teachers move forward. The other thing that I wanted to say is that they do coach, they do meet with individual teachers, and they tailor what they have those teachers, that school. It's tailored for their data. And Tango is great, the data is great however, Tango, we have to pay, they only give us so many appointments for it. So I could only choose like eight campuses that are going to get that training from Tango.** Mr. Elizondo stated, well, that's a presentation that can bring to the curriculum committee. **Ms. Longoria interjected, one last thing.** Mr. Elizondo continued, that we can get that taken care of. **Ms. Longoria stated, one last thing, Mr. President, one last thing, the reason that we put it on this agenda is because we're running out of time. We have 16 schools in elementary that need some type of help. This is, we wanted to get it approved before we even present it to see if they wanted it.** Mr. Elizondo stated, agreed, but that doesn't mean that because you're running out of time, it should be put at the last minute. And I think we mentioned this to Dr. Cuff, we need to start working a year in advance so that we don't run into the wall, that you guys have been putting us to. **Ms. Longoria stated, the only thing I did it was because I just got (inaudible) schools.** Mr. Elizondo stated, that's fine, ma'am, I understand thank you. Ms. Pena stated, sir, can you clarify something real quick? She said it doesn't cost the district anything what item are we on? B? **Mr. Camarillo stated, its D.3.** Mr. Ortiz stated, its costing us, even though it's coming from TIA, it's still costing us. they could use that money for something else. Ms. Pena stated, no, Ms. Longoria just said that it doesn't cost the district anything. Mr. Ortiz stated, yeah, it's still costing us. Ms. Pena stated, well, okay I don't understand. You said it didn't cost anything (inaudible). Mr. Elizondo stated, go ahead, ma'am. Okay we'll iron that out in the committee, thank you. **No action taken (Refer to Committee)**

4. Recommend approval to renew the Memorandum of Agreement between the Brownsville Independent School District and Texas A&M AgriLife Extension Service to provide hands-on programs in agriculture, nutrition, science, and youth development on BISD school campuses beginning August 2026 through July 2027 unless terminated earlier as provided in the agreement. No cost to the District. * **(Consent Agenda)**

5. Recommend approval to enter into a contractual agreement with Texas Southmost College (TSC), to begin providing High School Equivalency instructional services along with Career Pathways and certification to adults in the Cameron County area in the amount not to exceed \$60,000.00 for the 2026-2027 school year. *

Ms. Denise Garza, Board Member stated Motion to approve. Ms. Minerva Pena, Board Member stated second. Mr. Carlos Elizondo, Board President stated, go ahead Ms. Grantland. Ms. Neida Ruth Grantland stated, thank you very much. And this won't be as long as the other one. What I want to know is how does this interface with our own adult education program that we do? **Dr. Timothy Cuff stated, I'll turn it over to Dr. Cantu, would you take that?** **Dr. Nellie Cantu, Assistant Superintendent for Operations stated, yes, thank you, Dr. Cuff. Good question, Ms. Grantland. It's actually a partnership between Adult Ed and TSC. Adult Ed provides the GED, the courses for GED, and Texas Southmost provides a certification pathway for CNA. So it is a partnership that they work together, and it's for 30 students that they partner with.** Ms. Grantland stated, okay, and then the CNA in our CTE program, how does that interface with this? **Dr. Cantu replied, the adult ed students are of older age. So they're not in our CTE pathways.** Ms. Grantland stated, okay, that answers my question. Mr. Elizondo stated, Ms. Pena, go ahead. Ms. Minerva Pena, Board member stated, okay, I know the gentleman's here from the, Mr. Rivera, if he could come up to the podium so he can answer some questions on this. Yes, could you tell us. Because I do have the same question that Ms. Grantland had. Tell us exactly how it is going to benefit our adult population, means people who are over 21? **Mr. Reyes Rivera, Administration for Adult Education Program stated, yeah, over 18, basically.** Ms. Pena stated, 18, because you can go for GED only up to-- **Mr. Rivera stated, they get both components. They get the GED certification and the test and they pass it, the equivalency, and then they get the CNA certification, 2 for 1.** Mr. Elizondo stated, real quick, Dr. Cuff. **Dr. Timothy Cuff, Superintendent interjected, real quick Mr. Rivera could you just delineate because it says not to exceed five minutes \$5,000, Can you tell us where that's coming from, Mr. Dorsett? If I'm looking at the right one.** **Mr. Rivera stated, no, that's number six. We're looking at number five.** **Dr. Cuff stated, number five, yes, not to exceed \$60,000, can you tell the funding source so the Board will know?** **Mr. Rivera stated, this is the AEL grant. We won it last year. It's been a successful program. The CNA has been a very successful program. So this is grant funded. So we're going to certify 30 adults to get their CNA, to get their GED, and then furthermore, we also bridge them into employment. So even before they're finishing, we go out and search for employers that are willing to take our students. They always take them before they're done. So it's a very successful program.** Mr. Elizondo stated, thank you. Ms. Pena stated, so it's grant funded 100%? **Mr. Rivera stated, yes, ma'am.** Mr. Elizondo stated, real quick Ms. Pena, I have a question on the side, please, Ms. Garza. Ms. Denise Garza, Board Member stated, thank you, Mr. Rivera thank you so much. You already have those 30 students for this grant? **Mr. Rivera replied, we have, right now, we have 14 now.** Ms. Garza stated, how are you promoting this? Because I think this is amazing that we're able to give back to our adults in our community, right, who might have not been able to, you know, go back to school, get a certification. So, how are we going to work to ensure that we fill up every seat? **Mr. Rivera stated, ma'am, that's a very good question. We're always promoting adult education, community events with the city, the police, anywhere they invite us to promote our program, we show up and we promote**

Saturdays, Fridays, Thursdays, in the afternoon, Sundays, any time that we, my team is really passionate about what we do, so we're always looking for places to promote our program. La Pulga. Ms. Garza stated, your team is amazing. If you have a flyer, please share with us, because I would love to help you fill those seats, because I think it's amazing. We've seen our adults graduate at the end of the school year and it's very honoring to see that because you know everybody's story is different and it's never too late. **Mr. Rivera stated, yes, it's not. And it's good that you say that because what you see at the end of the year is the totality of everybody that graduated towards the second cycle. But adult education comes in waves. The people that, right now, we just registered 800 students. By the end of the year, we have service between 1,800 and 2,000 students. So this first wave will be done by December, and then the other wave will be done by March, and then the last wave will be done by May, June. We service year round so we're able to get ahead of everybody else.** Mr. Elizondo stated, and real quick, have you advertised it on our website? **Mr. Rivera replied, yes, we just did that two weeks ago, sir, because we had a two-week cycle of registration citywide and countywide.** Mr. Elizondo stated, and has it put-- has it been put out like to the SHAC and to all these other organizations that we have? **Mr. Rivera stated, we send it out to everybody, sir. We send it out to the schools.** Mr. Elizondo stated, I didn't even know about it until just today. **Mr. Rivera stated, my team does presentations with Parent liaisons all over Brownsville. So we do do a lot, sir.** Mr. Elizondo stated, and just real quick, you might also include our local hospitals. They might have another roadway if these individuals. **Mr. Rivera stated, yes sir. We do have a partnership with the local-- we do have partnerships with our local hospitals and service providers.** Mr. Elizondo stated, just so they know that they're in and there's a lot of nursing homes and stuff like that that you might be able to reach out because there's a lot of people that are there that are working at the lower level who want to promote to a CNA who are also adults and maybe would benefit from this program. **Mr. Rivera stated, we do promote there too. We actually do like caroling during the you know when it's Christmas, we go visit them and we do caroling with our ESL population that is learning the language so they can practice. So we're in a lot of places in the community. We constantly work year-round to do that.** Mr. Elizondo stated, awesome, thank you. Yes Ms. Pena go ahead. Ms. M. Pena stated, just one recommendation, Dr. Cuff, because you said you put it on like our website and our Facebook. Okay, and something is important in this because this is very crucial. Can we get whoever is working on our Facebook to repeat something like this every third picture? Otherwise, you have a thousand pictures of a thousand wonderful events that we have and your picture is number 100. And they only see it once. So is there a way that we can promote things that we're promoting for the district that we have this offer, we offer this, we offer that, every third picture, repeat it again. So, we know that the public is actually looking at it because I have seen it when we open it and there is a lot of stuff and it gets lost in the 100 posts we put. **Mr. Rivera stated, yes, ma'am. Dr. Cuff stated, Ms. Pena, I will work with our, Ms. Isabel sitting back there and we'll be working together on that.** Mr. Elizondo stated, thank you, any further questions? **Ms. Perez stated, please vote. Mr. Rivera stated, thank you, ma'am.** Ms. Pena stated, thank you, thank you very much, sir. **Dr. Cuff stated, we'll also be looking at KBSD to see what we can do with KBSD.** Mr. Elizondo stated, sorry, go ahead, ma'am. Ms. Lopez Valdez stated, had we ever spent this \$60,000 before, or is it new? **Mr. Rivera stated, no, yes, we have spent it.** Ms. Lopez Valdez stated, it's something we've done in years. It's reoccurring. **Mr. Rivera stated, last year was the same amount for the same amount of**

students. Ms. Lopez Valdez stated, okay, thank you.

Motion made by Denise Garza, seconded by Minerva Pena, and unanimously carried to recommend approval to enter into a contractual agreement with Texas Southmost College (TSC), to begin providing High School Equivalency instructional services along with Career Pathways and certification to adults in the Cameron County area in the amount not to exceed \$60,000.00 for the 2026-2027 school year. * (6-0-0)

6. Recommend approval to enter into a Memorandum Of Understanding between BISD CTE Department and Building Financial Capacity Coalition for 2026-2027 school year in an amount not to exceed \$5,000.00. *

Dr. Timothy Cuff, Superintendent stated, Ms. Grantland do you have a question out of that. Mr. Carlos Elizondo, Board President stated, hold on, Doc. hold on, we need a motion, Doc. **Ms. Patricia Perez, Executive Assistant stated, may I have a motion?** Ms. Neida Ruth Grantland, Board Member stated, well, I have a question that might affect if I were to approve. Ms. Daniella Lopez Valdez, Board Member stated, Motion to approve. **Ms. Perez stated, may I have a second, please?** Mr. Frank Ortiz, Board Member stated, second. Mr. Elizondo stated, go ahead, ma'am. Go ahead, Ms. Grantland. Ms. Grantland stated, in looking at the background, I couldn't find out what the purpose of this was. So, can somebody tell me what the purpose is? Mr. Elizondo stated, Dr. Cuff now go ahead, Doc. **Dr. Cuff stated, okay, um, Mr. Dorsett, could you uh come to the podium, please? Mr. Adrian Dorsett, CTE Director stated, certainly. Good evening, everyone. Building financial capacity is a group of bankers, some retired, some current in our community that brings together a curriculum that they've created themselves for financial literacy among our students. And so, their themes cover financial fraud, credit card theft, how to save, how to understand an interest statement, various financial topics like that that help our students to prepare for the real world.** Ms. Grantland stated, and is that offered to students straight across the board at CTE or just your business pathway or whatever? **Mr. Dorsett stated, they target our business pathways, and so all the business classes across the district participate and they begin a little competition within their classes for presentation teams. It almost means like a shark tank. And the end result is each campus has one final team that goes to compete for the presentation of the information. Each year is a different theme. Last year was credit card safety, and so each campus sent a team to compete. Prizes range from 1,500 for first prize, 1,200 for second prize, 750 for third prize. Each participating student across the district gets a 50 card for participating. Each teacher from CTE gets a 250 stipend. And this is all coming from this organization of building financial capacity.** Ms. Grantland stated, that's really a good partnership. But does every pathway have a financial literacy section that everybody has to go through? **Mr. Dorsett stated, our TEEKs for CTE all cover something about financial literacy, yes ma'am.** Ms. Grantland stated, for every single pathway. Welding, plumbing, pipefitting, everything. **Mr. Dorsett stated, understanding, yes, it's that important.** Ms. Grantland stated, okay, and so everyone gets exposed to financial literacy. **Mr. Dorsett stated, correct.** Ms. Grantland stated, good. Mr. Elizondo stated, real quick, I have a question, who is the

executive director of this and who is the coalition? **Mr. Dorsett stated, the Executive Director is a Bertha Garza, a retired banker from the International Bank of Commerce, IBC here in Brownsville.** Mr. Elizondo stated, is this the first time we do this? **Mr. Dorsett stated, No, sir, we have been doing this about three years.** Mr. Elizondo stated, okay. I have no questions. Anybody else, Ms. Pena go ahead. Ms. Minerva Pena, Board Member stated, and the cost to the district is only 5,000. **Mr. Dorsett stated, its 5,000 ma'am and that covers like busses when we take the students to their training, substitutes for the teachers, things like that.** Ms. Pena stated, oh, okay. So that's for us to use for our kids to be able to get to that program. **Mr. Dorsett stated, yes.** Ms. Pena stated, okay thank you Mr. Dorsett.

Motion made by Daniella Lopez Valdez, seconded by Frank Ortiz, and unanimously carried to recommend approval to enter into a Memorandum of Understanding between BISD CTE Department and Building Financial Capacity Coalition for 2026-2027 school year in an amount not to exceed \$5,000.00. * (6-0-0)

7. Recommend approval of the Memorandum of Agreement between Rio Grande Valley Linking Economic and Academic Development and Brownsville Independent School District for 2026-2027 school year. Rio Grande Valley Linking Economic and Academic Development will provide services to support the goal of students to stay in school and graduate from high school equipped with college and workforce readiness, in the amount not to exceed \$22,048.00 from State Categorical funds. * **(Agenda removed by Administration)**

IX. D. Contracts Item 7 will be deleted from agenda and backup

8. Recommend approval to amend the Clinical Affiliation Agreement between Valley Regional Medical Center and Brownsville ISD. CTE Categorical Funding: \$5,000.00 is to be utilized for criminal background, drug and alcohol tests, and clinical rotation onboarding fees, as per hospital policy. * **(Consent Agenda)**
9. Recommend approval to renew the contract with the Intercultural Development Research Association (IDRA) for services regarding the IDRA Youth TechXperts program to be implemented from September 2026 to June 2027 at no cost to the District. ***(Consent Agenda)**

X. Board Member Request(s)

A. Action Item(s)

1. Presentation, Discussion and Approval To Have The State Qualifying Chess Tournament In House, That Will Determine Which Chess Teams And Individual Students Placing 1st, 2nd & 3rd Will Be Funded By BISD to Compete At The State Chess Tournament And The National Chess Tournament. (Board Member Request Minerva Pena/Board Support Carlos Elizondo)

Handout #5 added to official minutes

Mr. Carlos Elizondo, Board President stated, Ms. Peña, is this your item?

Mr. Carlos Elizondo stepped out at 9:10 p.m.

Ms. Minerva Pena, Board Member stated, yes, sir. and the reason I bring it up is I know that I didn't realize I was going to get a lot of feedback from some people that are Okay. Texas Chess Association are everywhere. San Antonio has one, Brownsville has one, this one has one, that one has one. It's not a mandate to be part of any of those associations to play chess. I've been doing this since 1996, okay? And we were doing it without any of this coming to be. The reason I want to make it local is because some of the students don't have a way to get to the competitions to qualify for state or to qualify for national. And I mean, qualify because no one has to qualify for chess. All you got to do is go play, you win, you go compete. It's no qualification. Why do we have qualification? Because BISD pays for first, second, and third place their travel, their food, and their hotel. That's why they have a qualification. And then some schools have the funds, thank you, I don't know how, but some schools manage to have the funds because the parents put in a lot of their own money, and they gladly do it, to pay for the bus to get the students to the competition, Harlingen or Weslaco or McAllen or wherever it's going to be. But some parents don't have a way to get over there, and their students and their children cannot get over there. Now, in order to compete, to be part of that first, second, and third place team, you have to go to play on that place where it's going to qualify you. And if mom and dad couldn't take you to that, then when the team gets paid to go, but you didn't go play, you are not going to be part of that.

Mr. Carlos Elizondo returned at 9:11 p.m.

So, what I'd like to do is have the qualification to go to state or go to nationals be done locally. Now, this does not mean, and the people up the valley need to take a deep breath because I've worked hard and I know all the rules on this. We're not going to take away people from you because I can guarantee you that when we have this competition, that this is the one we're going to use to qualify you for the district to pay for your hotel, your meals, and your travel, they can still go and compete at the regional. And a lot of them will because they want to make sure they can go beat them because they will go beat them all the way in nationals or at state. And I know this can be done because my son did it at Oliveira. I remember when he competed and we went, and I remember the teacher and told her, I wonder how we're going to do. And my son looked at Ms. Garcia and said, we're going to get first. And Ms. Garcia said, really, Chris? Yeah, we're going to get first. And they kind of laughed. And guess what? They got first place with New York co-champions National Chess Tournament Oliveira Middle School because these kids are outstanding. I want to give this opportunity to all of them the ones who have parents who work eight hours and don't have time or can't find someone to go and take their child and babysit them all day long. I want to be able to have the qualifications Dr. Cuff, be the tournament that we do here locally to qualify for state and nationals the way we do it. And yes, it's not going to affect. I know that some people at the local Texas Chess Association are like upset. I go, no, this is not to take away from you. No way or form. I want to give the opportunity to every child in this district so they can all turn around and compete. And that's why I want the qualification, Dr. Cuff to be local, to give the opportunity to those poor children who right now don't have the means. I mean, look at some of these people that are running for Congress. They said they didn't even have a car. They dropped out of school and look at how successful they are. Why? Because someone opened the door somewhere and they were able to climb. So, if my colleagues will agree, and Dr. Cuff will agree, I'd like to have the qualifying tournament to qualify to get the district to pay for the hotel, the, what is it,

airfare and the food locally. Mr. Carlos Elizondo, Board President stated, so, real quick, Ms. Pena, what's the question? Maybe we can get the answer. Ms. M. Pena stated, the question would be to our Superintendent. Yes, because he's the one that approves where we turn around and pay the students to go. **Dr. Timothy Cuff, Superintendent stated, okay, I will look into that, but Ms. Julie Salinas is here who oversees this. Would you like to add anything to this that she's requesting?** Ms. Julie Salinas, Director stated, good evening, Dr. Cuff, Board Members, and public audience. Thank you for the opportunity for bringing this up. I know that it's been something that had been brought up in the past that they informed me. I was recently assigned back into the Assessment Advanced Academics Department. I do have a short presentation if you want to see it just so you could see the implications or if you just want me to ask a specific answer a specific question, I could answer a specific question. Mr. Elizondo stated, Ms. Pena. Ms. M. Pena stated, I like because a lot of the presentations The TC, the Texas Chess Association president, and people wrote some nasty stuff. I don't want to put that up there. Please, because I know the rules and I know the regulations, and there are none. Because chess is not a UIL sport. They claim to be the UIL for chess locally, there is no such thing. I can say I'm the President of the United States but I'm going to be the President because I'm sitting here in Brownsville, no, I'm not. We already have that information. Just any questions or what do you think? Or what is it going to be..... **Ms. Salinas interjected, that's what I was going to show you because we do have an executive committee for our district for the chess program. It is composed of our largest campuses that participate in the CHESS program. We had already met actually previously on August the 17th with the executive committee to Update the handbook and everything that we have to roll out for the school year where we outline what, if any issues came up the previous year with regards to either the qualifications or travel or discussions with regards to the requirements from the district and then the executive committee meets, we make the recommendations. We present it also to our CHESS sponsors and all the coaches and we had that meeting previously on August the 24th. So going back, this would change those recommendations that were previously made. Now the recommendations that were previously made were and you are correct we do not have to have a qualifying area in order to go to nationals. The district has always since the 1900s I believe that the chess program started has had qualifying...** Ms. M. Pena interjected, no, not that long ago. Thank you, not here in Brownsville. Trust me. **Ms. J. Salinas stated, 1990 I'm I'm so sorry, 1990, that the CHESS program started here in Brownsville. It was part of my PowerPoint. Since 1990s that it started here in Brownsville. And they do have a qualifying option only because, yes, you're correct, the funding piece of it. So that was part of the presentation just to present what the implications would be if we were to add the state qualifying that BISD would have to pay, then the other thing would be that they were asking for we continue with the regionals only because at the regionals they do compete against other districts and other students around the valley that they wouldn't have that opportunity to do here in Brownsville. We already host 10 of our tournaments.** Ms. M. Pena interjected, and if I can interrupt you, I've been in chess since 1996. Let me tell you what breaks my heart not the 1900s because you weren't alive, and neither was I. Okay, and I'm into detail and information. I'm sorry, can't stop laughing about that. **Ms. J. Salinas stated, 1990's.** Ms. Pena continued, no, come on, ma'am, you know better than me. Okay, long story short, I know that we turned around and we worked really hard and we used to go all the way up to San Antonio, Dallas, or Houston and we would

whoop them and we loved it, okay? We're like, God, we're so proud of our kids. And then one year, the last year that it was here, the state nationals, the state competition, I'm sorry, here in the valley, it went to McAllen. I will never forget, we had one person running it the whole state. I said, hey, where's everyone? How come there's not a lot of people from upstate?" And you know what I was told that broke my heart? The people from up north don't like to come down to the south. I'm sorry. Excuse me? We send 900 kids up there and you don't want to come down? No. They don't like it. And it broke my heart and I started investigating and talking to the people running it and guess how they fixed it? I'm sure you know this, ma'am. They made the North and Central Texas Division drew a line and South Texas, you're on your own. And now we have the competition. The winner of the South Texas and the winner of the North and Central. What? I thought we were one state. So, the things that have been done are not being done, ma'am. For the benefit of the students that are competing. I think we're kind of being a little bit selfish. So, it would not affect BISD if we kept it local in a negative sense. It might affect it in a positive sense because then that school wouldn't have to pay for the bus because some of the students will say, no, we already played in one here. I don't want to go to the McAllen or Harlingen one. Now, the ones that want to go, they're free to go. You don't have to be on a team to compete in any chance tournament in the United States of America. And we have competed all the way from Utah to New York to California to Florida and Minnesota. Everywhere we have met people from all over the world. Careful, don't go to Utah because they are excellent. Mr. Elizondo interjected, Ms. Pena, real quick, I know it is a long way, but what is your motion? Ms. Pena stated, my motion is to have the qualifying tournament where BISD is actually going to pay for the students to that, in first, second, or third, am I correct, it is still first, second or third ma'am, the winners. **Ms. Salinas stated, we do have first, second, and third, but we are top three, yes, out of five first, second, and third.** Ms. Pena stated, yes. **Ms. J. Salinas continued, additional to that was added in April, first through eighth in individual participation as well.** Ms. M. Pena stated, oh, okay, well, that's excellent. And my concern is, and when we first approved this years ago because I've been on the board for a little while and I've been playing chess a lot longer, we had the top 10 students of each team that want to go, and I heard that somebody brought it down to eight. I don't know when that happened, but is it still the top 10 teams? **Ms. J. Salinas stated, that was the recommendation from April. 1st. Your request.** Ms. M. Pena stated, the top 8. **Ms. J. Salina stated first through 8.** Ms. Pena stated, no, no, top 10. I've always pushed the top 10. If that first through 8, then it was my mistake and I didn't hear that. Anyway, long story short, I'd like for us, Dr. Cuff, to have it local because at the same time the districts have money and not having to get us to take them over there if they don't want to. And at the same time, the same kids that are going I'm going to win over there are going to win here. Mr. Elizondo stated, so what's is the motion? Ms. Pena stated, the motion is to have BISD use a local tournament or have the qualifying tournament for the state and the national Tournament, the ones that BISD will pay for, that the qualifying tournament be held in our local school district. And we send 900 kids over there, 800 kids to the rest of the valley. Mr. Elizondo stated, hold on, ma'am. I know. Go ahead, ma'am. **Ms. J. Salinas stated, so we pay for the national from the districts. We pay for the national not the state. So the reading that's why I had put the implications of what it would be if we would pay for the state if that were to be added. Because right now we do not pay for the state, we pay for the national.** Mr. Elizondo stated, so what's—OK, So then tell us the implication. Ms. M. Pena stated, what-- more money. Let me look this-- let me say this-- **Ms. J. Salinas stated, it's on page on the PowerPoint.** Ms. M. Pena stated, can

the schools choose to go nationals or state if they win? It's-- Is that a possibility? **Ms. J. Salinas stated, so the schools at any points because, at any point because they do fund raise and they do have boosters. They fund their own state the ones that want to go to state, they do fund their own travel and they go to state. We pay for the national. So the recommendation at that time from the committee is for them to go from regionals all the way to nationals, we could skip state. It's not needed. And the reason for I'm so sorry. Go ahead.** Ms. M. Pena stated, it's not mandatory, believe it or not, have you been to the state? All of them are from Brownsville are there, hundreds. So I understand that part, because I need you to go back and research, because my son's already 36 years old. When he was in, do you remember him? They paid for state, I remember, but now you said it me when it was changed to nationals. And I'm okay with that. I don't have a problem with that. Mr. Elizondo interjected, Ms. Pena, can they research this and bring it back to you? And that way we'll know exactly the numbers? Ms. Pena stated, yeah, no, no. **Ms. J. Salinas stated, the numbers are there in the PowerPoint?** Ms. Pena stated, well, at this point, then I can look at that later, but could we have the qualifying for nationals be held locally at Brownsville, in Brownsville BISD? And because, like I said, it'll save the district a lot of money. To turn around and have that as a qualifying. Mr. Elizondo stated, Ms. Pena, I think they have an answer for you. **Ms. J. Salinas stated, on one of the slides on page four, you will also see the tournaments already outlined as well. The only time that it would possibly be possible because of the timing and preparing for nationals would be the January one, but it cannot be a one day. It has to be a two day.** Ms. Pena stated, no, I am fine with that, no it has to be a two day. Yes, it has to be a two day. **Ms. J. Salinas stated, yeah, so that would have to be the Veterans, the Veterans individuals moving that to a state qualifying, which is going to be January the 16th for a two day.** Ms. M. Pena stated, you mean national qualifying? **Ms. J. Salinas stated, the national qualifying for the district to go to nationals, which is right, the weekend right before the regionals as well. I'm just, I have to lay out...** Ms. M. Pena interjected, and like I said, this way it gives more opportunity, Ms. Julie to students whose parents don't have a way to get them over there. And I will guarantee you that they'll still, all the ones that can go still going to go all the way because the more test tournaments the better they are and prepared to go compete at nationals. **Ms. J. Salinas stated, Regionals was going to be in Brownsville because they had asked us to hold the regionals, it was one of the recommendations as well. We just hadn't said yes because of the board agenda item. But veterans was asked if it could possibly be at regionals. We just had not responded as well. So that would be still a local.** Ms. M. Pena stated, so we can have that one be the qualifying and not the... Mr. Elizondo stated, real quick what would the cost be for what is being asked by Ms. Pena? **Ms. Salinas stated, so the projected cost would be up to at state about \$310,000.** Ms. M. Pena stated, excuse me that we have to provide \$310,000. **Ms. Salinas stated, to add, no, to add state to the—**Ms. M. Pena interjected, oh, no, no, oh, yeah, no, no. **Ms. Salinas continued, for us to fund it.** Ms. M. Pena stated, yeah, I see what you're saying, no. Oh, no, no. Yeah, no, yeah, no, I say, let's stay with nationals, because nationals, what we've been doing for now, we can work for state in the future, but let's stay with nationals. Mr. Elizondo stated, so we're just going to keep it the same. Ms. Pena stated, but I want to have it locally. **Ms. J. Salinas stated, Nationals, we could designate, well, it's already going to be locally if Veterans accepts that region, so if they don't, then I would bring it back to you. And then-- I will let you know.** Mr. Elizondo stated, okay, so we don't do anything now? Ms. M. Pena stated, so we can turn, no, but I want to make sure that we understand that we can have the Veterans tournament

that you're going to have be the national qualifying tournament. They do not have to go to the, they're going to go anyway, but they don't have to go, Regionals will not be the qualifying. The local will be the qualifying. **Ms. J. Salinas stated, if regionals is not in Brownsville, then we can do that, because then we would be adding a second day, which we would be adding, we would have costs, because we have to add costs for the personnel, the manpower that it takes, the trophies because we need more trophies. And of course, it would be the two days.** Mr. Elizondo stated, but it's a minimal cost instead of the \$310,000 correct. **Ms. Salinas stated, correct.** Mr. Elizondo stated, okay. Ms. Pena stated, and as far as more trophies believe it or not have you not been to all those tournaments? You're not going to have more trophies 900 kids are there buddy. So with that tournament trophies. No. Mr. Elizondo stated, thank you Ms. Pena, Ms. Grantland. Ms. Neida Ruth Grantland stated, so just for clarification's sake, thank you, Mr. President, just for clarification's sake, you're saying Veterans has been asked to host the regional? **Ms. J. Salinas replied, yes.** Ms. Grantland stated, and you're saying that if they don't do the regional, then that one can be considered as the qualifier for our district? **Ms. J. Salinas stated, then the July 16th could be considered as a qualifier, if somebody else (inaudible).** Ms. Grantland stated, but that's only if veterans doesn't host the regional. **Ms. J. Salinas stated that's correct Ma'am.** Ms. Grantland stated, I don't think you understand. Ms. M. Pena stated, no you didn't understand what she said it's too late, you cant, she cannot hos the regionals any more. Ms. Grantland stated, no that is not what she said. Ms. Pena stated, she said that you missed the deadline. Mr. Elizondo interjected, Ms. Pena hold on. Ms. Pena stated, didn't you say that Julie. **Ms. J. Salinas stated, Regionals has asked Veterans...** Ms. Pena interjected and what happened? **Ms. J. Salinas continued, if the regionals could be in Brownsville and at Veterans.** Ms. M. Pena stated, and what happened? **Ms. J. Salinas stated, so we said to be determined because we had this agenda item in place.** Ms. Pena stated, oh, okay. **Ms. J. Salinas stated, so if that's the case, then we wouldn't have to move the July 16th to be our district state national qualifier because we would already be in Brownsville.** Ms. M. Pena stated, okay check because TCA from up the valley says the region is not going to be here. They're only going to do the elementary. The region is going to be in another place and it's going to be different, one is going to be for middle school. Mr. Elizondo interjected, I think they have the answer, Ms. Peña, hold on. **Ms. J. Salinas stated, it was supposed to be in La Feria but they dropped and that's why they contacted Veterans.** Ms. M. Pena stated, how long ago? **Ms. J. Salinas stated, this week, ma'am, last week? When was it? Oh, when we were meeting.** Ms. Pena stated, when they saw my agenda item, sorry. Mr. Elizondo stated, Dr. Cuff you have something to say? Ms. Pena stated, sorry I know how they play. **Dr. Cuff stated, Ms. Salinas last year I know help me remember last year we went to a tournament where it was a Saturday and Sunday tournament.** **Ms. J. Salinas stated, those are regionals.** **Dr. Cuff stated, where was that and what was that?** **Ms. Salinas stated, Harlingen but those are the regionals.** **Dr. Cuff stated, thank you.** **Ms. Salinas stated, which that would happen if we were to do the Veterans one on July 13 it would have to be Saturday and Sunday.** **Dr. Cuff stated, right and all I am saying is from last year to now we would move that to Veterans and do a Saturday/Sunday tournament, am I right Ms. Salinas.** **Ms. Salinas stated that' stated, I'm sorry.** **Dr. Cuff stated, moving it to Veterans, we would do a Saturday, Sunday tournament.** **Ms. Salinas stated that is correct.** **Dr. Cuff stated, two days and that takes care of what we need to do.** **Ms. Salinas stated, yes.** Mr. Elizondo stated, okay thank you. Ms. Pena stated, one thing you mentioned. July 13. We are in September. You

are talking 2027 July? **Ms. Salinas stated, January.** Ms. Pena stated, you keep saying July. Sorry. Three times. Mr. Elizondo stated, okay. Thank you. I don't think we have any more questions. Anybody else? Thank you so much. Ms. Pena stated, and keep up your up your hard work. It's a wonderful program and you all are doing a very good job next. **No Action Taken**

2. Discussion and possible action regarding allowing students to bring outside food from home for personal consumption during designated breakfast and lunch periods, including review of current district and campus practices, applicable guidelines or restrictions, and consideration of establishing a uniform district-wide practice across all BISD schools. (Board Member Request Denise Garza/Board Support Minerva Pena)

Mr. Carlos Elizondo, Board President stated, Ms. Garza is your item. Ms. Dense Garza, Board Member stated, thank you Mr. Elizondo. I brought this up only because I had received some calls well a call from a parent and the call came in stating that my son broke the rules, brought a breakfast taco. And had to go hide in the restroom and eat it to not get caught. I was very embarrassed when I received this call, only because I was like, no child should have to go to a restroom and hide to eat breakfast, right? So, my main concern is I want to ensure that every child eats during school, whether it's breakfast, lunch, a snack. I do understand that some of our campuses have a one-lunch period. I respect the administrative decision on that. I just want to ensure that still every child eats. Now, they may not choose to eat our cafeteria food, right, for whatever reason. I don't know why, because I used to love cafeteria food back in the day. But it has changed from what the students have told me. But those students that we know that are not eating for whatever reason, I want to try to promote them maybe bringing a snack from home and allowing it. My other thing is, do we know from like those campuses that have a one lunch period, from when the last student is picking up their tray. How much time is left, you know, for the lunch period, because I don't want to give them like five, ten minutes, you know, I want to ensure that they have time but that's the reason why I brought this on there because again some of our students don't eat at home. Right? Some of our students don't have the means. And I want to ensure that every child eats. I want to ensure that, you know, we promote, you know, hey, if you don't want to, you know, eat our lunch, hey, bring a snack. So that was why I brought this again, I even had one parent from Pace tell me, Well. My child used to buy tamales from a student and that's what they would eat, but now they're hounding these students and they cannot sell it. So, they're constantly looking at these students and making those announcements not to sell, right? And so, I was just like, Oh my gosh. Like, so I even thought, well, how many packs of tamales can he possibly fit in his backpack? You know. All of that started coming through my mind. And so that's why I brought this because I was like, Hey, the kid's hustling, right? We don't. Why he's trying to make money but he's doing it the legit way you know like so again I just want to ensure every child eats and how can we promote them to eat our food or bring food from home. Mr. Elizondo stated, Dr. Cuff do you have anything? **Dr. Timothy E. Cuff, Superintendent stated, may I interject? This may be a tag team effort here so let me start. I did a survey on breakfast alone just breakfast. All the high school came back and said that we don't police breakfast coming in. So, whatever they bring in from home, I ask them can they bring in McDonald's, can they bring in Whataburger? All the restaurants, they say they can bring those in. They're not going to police that. Now, we do have entrepreneurs. I've seen them in action. And under their coat they are pulling out**

tacos and in a five to ten minutes they're all gone. So, I must be honest with you and I know the community is looking but I'm just telling you what I see. All right I think there's also candy sales going on that I hear, you know, and they go pretty fast. The candy bars go pretty fast. So between McDonald's and we are not going to take anything away from the kids for breakfast. We are in a new era, when I grew up, we didn't even know what coffee was, we didn't even know what a frappe was. Mr. Elizondo stated a Frappe. Dr. Cuff continued a Frappe, we drank Folgers and Maxwell House. And that was it. An instant to go with it. So, we're not going to take those away. The only really rule that I found from the high schools is that they must finish it before they go into first period. This isn't a college that you can take stuff in, we have to have some rules about that. Now. The other thing I did find out was lunch. Most if not all the high schools will not allow lunches to be brought in, okay. Because we're not getting into favor and grub hub and all of that stuff. So that is another rule that we kind of put in place. We do want to encourage our kids to eat. Now I've been at the high schools walking around at lunchtime. I've actually talked to a lot of the kids and I've asked him and they're not they don't have food. So, I'm asking them are you going to us for lunch? And they pretty much tell me, No, Dr. Cuff, we're not hungry. Now, I do know that this is halfway through the lunch period, and they're sitting outside, they're chatting, they're talking, and I know that the food, the lines have gone down, and so forth. I'm going to say this, that from what I understand, it's about a 12-minute line, where they have about, and I'm going to turn it over to Dr. Rubio because she's also put ice on this. So that's why I said this is a tag team. Now I'm going to turn it over to my tag team partner. Dr. Alma Cardenas Rubio, Assistant Superintendent stated, so I went both to Pace, Early College High School and Porter during lunchtime. And what I discovered is that the most time that we have taken is 19 minutes. 19 minutes from when we started to 19 minutes, the last student that is in that line. And so what I'm learning is that there are so many innovative ways to keep that one hour lunch very productive. So what we've done is we've opened the library so the kids now are getting their Lunch and going straight to the library. And if you notice, both of them are done the same way. So we're opening the band, we're opening the gym. So what we're noticing is they'll get it if they have that little safe space with their colleagues, right or their friends. A151. And then we have those that want to be in the courtyard. They want to just be there playing uno. I took a lot of beautiful pictures. They're playing uno, they're playing games. And, you know, I think that for high school students that one hour is great, so we just to keep being very innovative of how we're going to be offering foods in different locations so that one kid that spontaneously says I will get that apple. I will get that water so we have to be very cautious that these kids might not make that decision within that one hour. But both lunch hours I was there from the beginning to the end 19 minutes, 19 minutes, and so I have contacted Jackie Cruz and getting a lot more of the seating in the courtyard areas from the schools that have closed. We are looking at different ways to do that comfortable. We are looking at our backup plan when it rains. You know that's very important. But I just want to let you know that we started 19 minutes is the last, the longest that we have seen so far. Dr. Cuff stated, I will add one more thing. The first week, they didn't have the clubs ready. They were joining clubs, right? Now, not only do they go to A151 to eat lunch, now, do they not only go to the courtyard? Now. They do have the clubs that they go to. Kids go to the band hall, they eat in the band hall. They go to various places that they feel like we can have lunch. And you have to

remember, these kids are going with their friends. It's all about the relationships they've developed over time. And so if one friend goes to A 151, well that's where I'm going to go because I want to be by my friend. So there's a lot of flexibility that we see in all the lunchrooms. Ms. Garza stated, and again, it, I respect the campus decision for one lunch period was never to go against that but it was more when I received a phone call where my child broke the rule and went and ate in the restroom that I was very embarrassed. You know, how can we accommodate that student that's maybe walking in late to class but brought his breakfast taco but cannot get into the classroom, right? Again, that might be their only meal, right. That they're going to have for until they get home, right? And then if they're in sports, you know, maybe it's going to be a longer wait. So that was just my thing. That was my concern like let's try ways to make sure our students eat. And you know those students that are not picking up plates that say, hey. I don't like this lunch I know Ms. Jackie and her FNS crew, they do that amazing event where they come and they sample the food. Maybe those are the students we need to go out there and sample the food so they can tell us what their true thoughts are. So maybe that's another suggestion. You know just to kind of get their feedback. Because maybe we're getting the kids that actually do enjoy the lunch, but hey, let's get that feedback from the students that say they don't like the cafeteria food. **Dr. Cuff stated, yeah, I agree but I'm going to add one more thing that, you know, back when I grew up, we only had three channels, right? ABC, CBS, and NBC, right? So. But now these kids are bombarded by TV, social media on how to dress, how to look, how to stay thin, for example. And unfortunately, you know, we are bombarded by that. And we, just to add a little something to it, we have some kids that are playing or cheerleading in Friday night football. We'll just leave it at that. And some of these kids are fainting. You know? And when we ask them, did you have anything to eat? No, we didn't have anything to eat all day. Do you have anything to drink? No we didn't have anything to drink either. And so these are things we're facing. And I want to encourage our kids that please do not go all day without eating. You need to replenish your body with food and drink. And don't starve yourself. I don't want anybody going to the hospital. I don't want anybody fainting. I want you to have a good diet and please eat. And I care for my kids out there, all 33,000 of them. And so I want them to have good eating habits. So, boys and girls, if you're listening, please do eat.** Ms. Pena stated, question. May I? Mr. Elizondo stated, go ahead, Ms. Pena. Ms. Pena stated, okay Dr. Cuff, the lunch period is 60 minutes, correct? That's what Dr. Rubio said it's one hour. Is that correct? Why? A student told me they only got 45 minutes. And I went to eat at a restaurant and it just happened this past weekend. And a young lady comes and serves me and starts talking and says, hi, you're a BISD student, right? And she goes like this yeah. I go, you okay? Well there's a problem. I said, what's going on? Well, in the morning when I get there they run out of food. And I told her, wait a minute I know that we were talking about maybe having them have their breakfast in their first period, the way in junior high or something somebody was bringing that up. You should have seen her face light up, can you do that? No. No, I'm just telling you, people are making recommendations. And then another waiter comes up, and he's a BISD student from another high school. And he says, I said, so what? You got good lunch? No, ma'am, the line's too long. But wait a minute she said, no, it's 45 minutes. But on Thursdays, because of something that they're doing it's only 40 minutes. So, I need to look at this because those two students were told it's only 45 minutes. They don't have enough time to get in. They said the lines are super long. I said, well, I went ahead and told them this. I just didn't tell them your name. Well, my superintendent went and talked to them, and the kids said that,

you know they didn't feel like eating. No, ma'am, we don't want to get into that long line. And I want to get in the cafeteria. Okay, I'm sorry. I don't know to tell you. Well, it's just too many, ma'am. It's too many people. But what shocked me the most is they say it's a 45 minute lunch. So. Can somebody please go and look into these campuses and find out why these two high school students from two different high schools both have the one-hour lunch hour, were told that it's only 45 minutes and the girl she said she was very hurt that she's not allowed to bring food like what Ms. Denise mentioned and by the time she gets here because her mother has to drop a student off you know in elementary junior high and high school's the last one because high school's the one that goes in the latest and she gets to the cafeteria and she said one thing that broke her heart, man I only get bread there's no more sausages it's gone ma'am and I have to go to class." I said, I'm so sorry. " So we're getting a different feedback from our students and from the adults. So can we do some kind of climate survey for our students to tell us what exactly is going on? And you suggested that I go sit there and look at it. I don't want to do that. I don't want to feel like I'm invading and being there. Mr. Elizondo interjected, Ms. Pena, real quick, maybe she can help and get the answer for you. **Dr. Rubio stated, I just wanted to say is that I'm glad you're telling me this because if you're a campus that have two lunch periods, you only have...** Ms. Pena interjected, one lunch period, one lunch period. **Dr. Rubio stated, I just have.** Ms. Pena interjected, this campus no, just talk to me about the one lunch period. Mr. Elizondo stated, hold on Ms. Pena, she is getting. Ms. Pena stated, no but that is the one that told me. Mr. Elizondo stated, wait, wait, wait, let her finish, maybe you'll get your answer. **Dr. Rubio stated, the reason I'm glad you're clear, you're telling me this, is because if you're a campus with two lunch periods, you only have 45 minutes of lunch. But if you're a campus of one hour, you have a one-hour lunch period, you have the 60 minutes. But if you're a campus with one hour and they're telling you they only have 45 minutes, we will go back and study that. Because it's important to make sure that we're giving them the one hour that they've been told that they can have.** Mr. Elizondo stated, there you go, see you got your answer ma'am. Ms. Pena stated, and if you can please, because the young lady told me she goes to Pace, and I asked the young man, he goes to Porter. So maybe the people at those schools don't realize that because they have the one lunch hour, they can give them the 60 minutes and they are still giving them the 45 minutes for the two lunch hours. Can you please verify that? **Dr. Cuff stated, yes. Dr. Rubio stated, and I'm very thankful that they're able to communicate these concerns to you, to us, to anyone, because we're here for them. And if this is what's happening, we'll definitely go back to those one-hour sessions.** Mr. Elizondo stated, thank you. Ms. Pena stated, let her explain this part. The young man said there was a time that you have some kind of, I don't know, EL, something, where that lunch hour went down to 40 minutes. On this day, we have to do this for this stuff that we only have 40 minutes, not 45 minutes. Can you find out what he's talking about? And that one was the Porter High School student. They said that on Thursday, they called this kind of special program where they have to cut it down to 40 minutes. Mr. Elizondo stated, she'll find out for you, ma'am and she'll get back to you. Ms. Pena stated, and get back to Dr. Cuff, and Dr. Cuff can give it to us. Mr. Elizondo stated, go ahead, Ms. Pat. Ms. Pena stated, okay, what about the food? The bringing the food from the outside, sir. Mr. Elizondo stated, I think they already fixed it. Ms. Pena stated, are you going to allow that? Ms. Garza stated, well, they can bring their sack lunch from home. Ms. Pena stated, no, that's not what he said. He said for breakfast. Mr. Elizondo stated, that's exactly what he said. Ms. Garza stated, no, he said lunch and breakfast. They just cannot bring. Ms. Pena interjected, listen to him. Ms. Garza stated,

they can't have delivered food. Mr. Elizondo stated, they can't deliver grub-hub. Ms. Pena stated, can they bring lunch? **Dr. Cuff stated, yes, they can bring lunch, I'm sorry. Maybe I misspoke. Let's clarify it. They can bring lunch from home, yes, but they can't get it delivered. You can't do that.** Ms. Pena stated, no problem. Mr. Elizondo stated, thank you. Go ahead Ms. Pat. **No action taken**

3. Discussion and possible action regarding the District's Sick Leave Bank, including the current process for employee membership, how membership is renewed from year to year, eligibility and participation requirements, required contributions, and the process and requirements for employees to access benefits from the Sick Leave Bank. (Board Member Request Denise Garza/Board Support Minerva Pena)

Handout 6 added to official minutes

Mr. Carlos Elizondo, Board President stated, Ms. Garza, this is your item. Ms. Denise Garza, Board Member stated, yes, thank you, Mr. Elizondo. So, I know we discussed this at our committee meeting, but it seemed that after our committee meeting, I received a lot of calls with employees being a little bit confused, so that's why I placed it on here. And so, I just want to ensure I think we left out a few details, right?

Carlos Elizondo stepped out at 9:45 p.m.

When the renewal process takes, like what month, and the reason I bring this up is because after that committee meeting, I received a phone call from a teacher saying my colleague was a member and he got sick and needed days and he didn't qualify because they said he did not renew. So, I was like, well, no, that's they stated that it was an automatic renewal, and then so I started asking around, right? And then what came back to me was, well, you have to have one day during that automatic renewal, so I was like, Okay, well, maybe we failed to mention that at the committee meeting. So, can you give an explanation of when is that renewal like in the month and the process on you know they have to have one day because I think sometimes our employees they forget you know what the requirements are so can you just kind of walk us through the process of the renewal? **Ms. Maricela Zarate Puente, Director for Human Resources stated, yes, I will and good evening, everyone of course Board President stepped out for a second. Dr. Cuff, Superintendent and Board Members with your permission may I distribute an At a Glance Chart that maybe will be helpful. So when we met last time in the committee meeting my impression was I was hearing voluntary transfer of days and sick leave bank kind of interchangeable and what I've done is that I've created oh I'm going to put it up also up here to share. Okay so what I did is that I put together a side by side of the function of both committee or both programs. The one on the left-hand side is the sick leave bank. Okay the one on the right-hand side A voluntary transfer of local leave. So Brownsville is very blessed that we have these two opportunities for our employees. I think as Ms. Grantland had indicated a few weeks ago, she was there when the inception of the sick leave bank was created. And so, we do appreciate that because that has this particular program has been around for more than 15 years that I have been initially at in Human Resources. So if we look at the structure, so I'm going to look at the very first one, item number one, the Structure of the sick leave bank is a pooled bank funded by member donations compared to the voluntary transfer of local leave, which is a direct transfer from one employee to an approved recipient.**

Carlos Elizondo returned at 9:48 p.m.

There is a difference that one is a bank and it has days in it, the other one is I need days, and if anyone contributes or transfers to me, they can do that. Effective tonight,

when the Policy update 126 and 127 was passed, was approved, now there is no limit to the number of days as you all had requested. So now we go to item number two, enrollment. Employees for the sick leave bank must enroll during the enrollment period of October 1st to the 31st. Based on our committee recommendations you asked for okay maybe you should have another enrollment period so I am new where it says January 31st, January, the beginning of January to the end of January, that would be the second window. If we look on the other side, on the righthand side, there is no annual enrollment for transfer of days because that's basically as needed. Item number three, contributions. Only contributors, if you're a member of the sick leave bank only members may contribute and of course they may withdraw as needed. On the voluntary, the recipient does not have to be a prior donor. Item number four usage. So, this requires the sick leave bank to require two full pay doc days per occurrence. On the transfer, it's available for immediate use. Eligibility and eligible days. Item number five benefit is capped by years of service, and it's basically five years per year that you're an employee up to a maximum of a hundred and ten days so if you multiply five that would be 22 years to get to a hundred and ten the maximum. On the other side on the right-hand side item number five no donor cap that's new no donor cap and no predetermined annual recipient cap so we can donate as many days as we want and the recipient may receive as many days as they get, no cap on that. And then the last one is the daily rate that the daily rate are paid at the recipients, daily rate. Activated in 20 day increments up to the number of days that they qualify for and then if it's for immediate family it's 10 days. So, on the right hand side it requires hourly cost conversion between donor and recipient. Anybody can donate to anyone and what we'll do we'll compute the you know we'll do the math and make sure that the hourly cost is converted. So, these are the two services that we have, and I wanted to put them side by side. I don't know if this helps to see how they're posted, and they're both posted on our website. Ms. Denise Garza, Board Member stated, thank you so much. So, on the enrollment, I have October 1st through the 31st, right? Is that when the renewal process also goes through for reoccurring members? Ms. Puente replied, it will automatically be drafted, and when I talked to Ms. Alaffa, our open enrollment is October 1st to the 31st. We will draft in November. So an employee needs to save one day. And I don't know if what happened with your caller was okay, I maybe used my days and I didn't have that one day to contribute. When they don't have, if they've used up the days by November, then we will email the employee and say, you know, we don't have a day to draft. We do communicate with them. Ms. Garza stated, okay, so like if I'm an employee and I'm on FMLA and I'm in the sick leave bank, right, receiving days, and due to my illness, that I have, I maybe have not returned so technically I have zero days. So does the sick leave bank drop me at that point or would I stay currently still with the sick leave bank because I've been a member for X amount of years but I've already exhausted my days because I have an illness that I've not been able to return back to work. So, I've exhausted I have lost my days and I'm now in the sick leave bank and have no days for the renewal in November? Ms. Puente stated, you would get the same number every year. All of the employees get that. So, they would have one day and they would continue being a member of the sick leave bank. Ms. Garza stated, okay, thank you so much and that's the only reason why I put this on because I guess there was a lot of confusion because we were talking about different, you know, sick leaves and all of that. So, I was like, let me put it back on. So, we're in a board meeting, and everybody hears it. I applaud this district. We've made it so easy for our parents that

are having their children. The parental leave, automatically giving them 12 weeks. So, my thing is, I don't want to burden our employees that are on FMLA for illness and so that is one last thing that they need to worry about. You know, make sure that, you know, everyone, you know doesn't have to go to that wall and say well they're not being helpful or they can't explain this. So, you know, I think this is great so maybe I'm not sure if we can I remember back in the day we used to get them like in mail, right or if we can email distribution lists to our employees and you know, just Post it out there, right? So they understand because again many times you can work for a district for many years, but don't know the ins and outs of certain things, right? So, but I really do appreciate this so thank you so much. **Ms. Puente stated, thank you, and we will enhance the communication and the promotion of both of these.** Ms. Pena stated, question. Mr. Elizondo stated, hold on, just real quick, let me just ask something. Is there a minimum that they have to keep in their bank? **Ms. Puente stated, no.** Mr. Elizondo stated, the reason I ask this, so if I'm sick and I have zero days, right? And she's got Ten days she gave me give me all her ten now, she's at zero You see this should be somewhere that you can actually can only give up because if she gets sick guess what? If nobody wants to donate to her she's going to be without pay right? **Ms. Puente stated, correct.** Mr. Elizondo stated, so there should be a thought behind it that you can only give up to and you at least keep ten Personal right just in case I get sick then I haven't least 10 days of pay instead of saying well now I'm on the other side of the fence and now I have to ask for people to donate and if they don't like me because I'm Carlos Elizondo they're not going to donate and I'm going to be without pay. But does that make sense? **Ms. Puente stated, yes.** Mr. Elizondo stated, so there should be some kind of like a buffer, just hey, you can give the 90 days and you have to keep to 10. **Ms. Puente stated, the sick leave bank is one day per year. So the employee, when we start a new year and you get your days, you safeguard that one day.** Mr. Elizondo stated, but I usually don't get sick for one day, right? Is what I'm trying to say. Maybe have a buffer of 10 for each employee. You can give above 10, but not below ten. That's just to protect the employee for whatever reason. I mean it's just a thought. Ms. Denise Garza stated, I think it's the (inaudible). **Ms. Puente stated, yes, and based on our committee's last recommendation was there was a limit as you indicated, but I think the recommendation and what was passed by the board tonight was anyone can donate any limited any number of days they wish to do. So, individually, the employee makes a decision like okay I'm going to save some of the days because I you never know yeah I might need them.** Mr. Elizondo stated right okay just a thought thank you. Ms. Minerva Pena, Board Member stated, question. Yes and I hear what you're saying Carlos, some people are very healthy. How many days do you earn a month? Do you earn it monthly? How do you earn your sick leave? **Ms. Puente replied your sick leave is five days per year that you have been employed with Brownsville ISD.** Ms. Pena state so you've been employed 20 years, how many days do you get. **Ms. Puente stated, yes, 20 times five.** Ms. Pena stated, okay yeah and my question that I have also on the new voluntary transfer it says direct transfer from one employee to an approved recipient. Define approved recipient. **Ms. Puente stated, it's anyone that is asking for the days.** Ms. Grantland stated, with a catastrophic illness. **Ms. Puente stated, because with a catastrophic condition, they apply, it is a process. I mean, we are going to review it, and it has to be a catastrophic condition.** Ms. Pena stated, and catastrophic like they have, what? **Ms. Puente stated, it can be a prolonged illness. It can be, and I'm reading it straight from the guidelines, a catastrophic illness or injury is a severe condition or combination of conditions affecting the mental or physical health of the employee or**

member of the employee's immediate family that requires the services of a licensed practitioner for a prolonged period of time and that forces the employee to exhaust all the leave time earned by the employee and to lose compensation from the district.

Ms. Pena stated, so, a doctor gives them a letter stating that they need to stay home for at least 20 days because that's what they're going through. Would the district approve something like that? Because I've seen people who are going through, like, oh my God, but they look fantastic. But the inside of their body is completely falling apart. Like I said, I had friends that would run and jog and man, they look healthy. And one day they just. Mr. Elizondo interjected, thank you, ma'am, I appreciate that. Ms. Pena stated, my question is number six, also, number six require hourly cost conversation between donor and recipient, specifically, what do you mean by that? **Ms. Puente stated, that it requires, for example, if we have a maintenance or a teacher that says, I want to donate to an area administrator, their pay is not equal. Before the way it was done, it had to be equal. You couldn't donate to someone that was earning more. What we've done is we're saying, okay have done is we are saying, regardless of where you are at, as long as the compensation is the conversion is there, between who is giving it and who is receiving it, so that it equals. It might be that someone may have to donate two days to equal the one day of an employee that is paid a little bit more.** Ms. Pena stated, okay the punchline was at the very end. Okay so they can and like if it's somebody who's making a lot more money, you have to donate three days to equal to their one day, you will allow them to do that. **Ms. Puente stated, yes, and that is new.** Mr. Elizondo stated, Ms. Grantland. Ms. Neida Ruth Grantland stated, thank you Mr. President I think that was a really good change and I commend you for Advancing the what we started. You said something about the relative of the employee so if as was mentioned earlier this evening if a child God forbid develops some kind of cancer can the parent use days to take their child, say, up to Driscoll or St. Jude's or wherever? Can they do that? **Ms. Puente stated, yes, ma'am.** Ms. Grantland stated, okay. So then that because what I was going to suggest is that you some of the comments that were made tonight, that you might want to take them back and review them and see if there's anything that can be done, if it's feasible. You know what I'm saying? Because that's what we have open comments for so we can try and come to the middle with our employees. So for clarification, yes, if I have a sick child, I have days that I can use and I can use them for that child. Or somebody can transfer days to me so that I can use them for that child. **Ms. Puente stated, that is correct.** Ms. Grantland stated, okay, good. Mr. Elizondo stated, thank you. Go ahead, Ms. Pat. **(No action taken)**

XI. CLOSED MEETING: as pursuant to the Texas Government Code Sections: 551.071, 551.072, 551.074, 551.082, and 551.084. *Vote Recorded after Executive Session 10:00 p.m.*

Ms. Daniella Lopez Valdez left meeting

A. LEVEL III GRIEVANCE(S):

1. Level III Grievance No.002/26-27 on B.T.
2. Level III Grievance No.003/26-27 on E.A. **(Agenda item deleted)**

B. PERSONNEL MATTER(S):

1. Presentation, acceptance and approval of Retirements. (1)

2. Presentation, acceptance and approval of Resignations. (10)
3. Personnel Update with Superintendent (Dr. Timothy E. Cuff)
Amendment: Page 1a will be added to agenda backup
 - a. Discussion of Superintendent Performance Goals for 2026-2027 school year.
4. Chapter 21 contractual personnel for the 2026-2027 school year(s) - Choir Director. Subject to receipt of all outstanding documentation. (1)
5. Chapter 21 contractual personnel for the 2026-2027 school year(s) - Counselor. Subject to receipt of all outstanding documentation. (2)
6. Chapter 21 contractual personnel for the 2026-2027 school year(s) - Counselor At-Risk. Subject to receipt of all outstanding documentation. (2)
7. Chapter 21 contractual personnel for the 2026-2027 school year(s) - Supervisor, Nurse. Subject to receipt of all outstanding documentation. (2)
8. Chapter 21 contractual personnel for the 2026-2027 school year(s) - Specialist, Math. Subject to receipt of all outstanding documentation. (1)
9. Chapter 21 contractual personnel for the 2026-2027 school year(s) - Specialist, Science. Subject to receipt of all outstanding documentation. (1)
10. Chapter 21 contractual personnel for the 2026-2027 school year(s) - Specialist, Social Studies. Subject to receipt of all outstanding documentation. (1)
11. Chapter 21 contractual personnel for the 2026-2027 school year(s) - Specialist, Bilingual/ESL. Subject to receipt of all outstanding documentation. (1)
12. Chapter 21 contractual personnel for the 2026-2027 school year(s) - Behavior Specialist. Subject to receipt of all outstanding documentation. (1)
13. Non-chapter 21 contractual personnel for the 2026-2027 school year(s) - Speech Language Pathologist Intern. Subject to receipt of all outstanding documentation. (1)
14. Non-chapter 21 contractual personnel for the 2026-2027 school year(s) - Speech Language Pathologist Assistant. Subject to receipt of all outstanding documentation. (1)
15. Non-chapter 21 contractual personnel for the 2026-2027 school year(s) - Director, Health Services. Subject to receipt of all outstanding documentation. (1)
16. Non-chapter 21 contractual personnel for the 2026-2027 school year(s) - Coordinator, 21st Century CCLC. Subject to receipt of all outstanding documentation. (1)
17. Non-chapter 21 contractual personnel for the 2026-2027 school year(s) - Nurse. Subject to receipt of all outstanding documentation. (1)

18. Non-chapter 21 contractual personnel for the 2026-2027 school year(s) - Manager, Warehouse & Textbooks. Subject to receipt of all outstanding documentation. (1)
19. Campus Professional Employee (L.G.) for change in days and salary for the 2026-2027 Fiscal School Year.
20. Compensation for professional employee (P.M.) on temporary assignment to be commensurate with the Elementary School Principal salary.
21. Recommend approval of Campus Professional Employee (M.M.) for change in contract and salary for the 2026-2027 Fiscal School Year.
22. Qualified administrators as Texas Teacher Evaluation Support System (T-TESS) Appraisers for the 2026-2027 Fiscal School Year.

C. ATTORNEY CONSULTATION

1. Staff Attorney
 - a. Cause No. 2025-DCL-02339-B; Robert “Bob” Driggers vs. Brownsville Independent School District.
 - b. Civil Action No. 1:24-cv-00099; Mary Tolman vs. Brownsville Independent School District.
2. Board Attorney:
 - a. Legal Update with Board Counsel.
 - b. Superintendent Contract (Dr. Timothy E. Cuff), Life Insurance.

D. INTERNAL AUDITOR CONSULTATION

1. Consultation with Director of Internal Audits.

XII. BOARD RECONVENES - Board action on agenda items discussed in Executive Session. 10:46 p.m.

A. LEVEL III GRIEVANCE(S):

1. Level III Grievance No.002/26-27 on B.T.

Motion made by Carlos Elizondo, seconded by Neida Ruth Grantland, and unanimously carried to recommend approval to remand Level III Grievance No. 002/26-27 on B.T., to administration for further handling. (5-0-0)

2. Level III Grievance No.003/26-27 on E.A. **(Agenda item deleted as per Grievant)**

B. PERSONNEL MATTER(S):

Motion made by Carlos Elizondo, seconded by Neida Ruth Grantland, and unanimously carried to recommend approval of XII. B. 1, 2, 3, 3a, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, as discussed in Executive Session. (5-0-0)

Andrea Vela, Board attorney stated, number 18 will be pulled out.

1. Presentation and, acceptance and approval of Retirements. (1) **Noemi, Valdez(G5-0-0)**
2. Presentation, acceptance and approval of Resignations. (10)
Cynthia E. Alonso, Cinthia Castillo, Rosa E. Crum, Eduardo Garza, Frances Gonzalez, Mary M. Guerrero, Beatriz Hernandez, Stefanie Lebron, Orlando I. Pena, Nora Tijerina (G5-0-0)
3. Personnel Update with Superintendent (Dr. Timothy E. Cuff) **(G5-0-0)**
Amendment: Page 1a will be added to agenda backup
 - a. Discussion of Superintendent Performance Goals for 2026-2027 school year. **(G5-0-0)**
4. Chapter 21 contractual personnel for the 2026-2027 school year(s) - Choir Director. Subject to receipt of all outstanding documentation.(1) **Zaira Picazo-Pizana-Perkins MS (G5-0-0)**
5. Chapter 21 contractual personnel for the 2026-2027 school year(s) - Counselor. Subject to receipt of all outstanding documentation. (2) **(G5-0-0)**
Lourdes Perez – Perez Elem and Mayela C. Solana – Yturria Elem School
6. Chapter 21 contractual personnel for the 2026-2027 school year(s) - Counselor At-Risk. Subject to receipt of all outstanding documentation. (2) **(G5-0-0)**
Jordan A. Castañon-Porter ECHS and Patricia Cavazos-Vela MS
7. Chapter 21 contractual personnel for the 2026-2027 school year(s) - Supervisor, Nurse. Subject to receipt of all outstanding documentation. (2) **Miranda Perez and Pete Zamarripa (G5-0-0)**
8. Chapter 21 contractual personnel for the 2026-2027 school year(s) - Specialist, Math. Subject to receipt of all outstanding documentation. (1) **San Juanita Ortiz(G5-0-0)**
9. Chapter 21 contractual personnel for the 2026-2027 school year(s) - Specialist, Science. Subject to receipt of all outstanding documentation.(1) **Luis Troncoso(G5-0-0)**
10. Chapter 21 contractual personnel for the 2026-2027 school year(s) - Specialist, Social Studies. Subject to receipt of all outstanding documentation. (1) **Rubi Gonzalez (G5-0-0)**
11. Chapter 21 contractual personnel for the 2026-2027 school year(s) - Specialist, Bilingual/ESL. Subject to receipt of all outstanding documentation. (1) **Cynthia I. Guerrero(G5-0-0)**
12. Chapter 21 contractual personnel for the 2026-2027 school year(s) - Behavior Specialist. Subject to receipt of all outstanding documentation. (1) **Clara O. Magallanes(G5-0-0)**

13. Non-chapter 21 contractual personnel for the 2026-2027 school year(s) - Speech Language Pathologist Intern. Subject to receipt of all outstanding documentation. (1) **Amy Martinez (G5-0-0)**
14. Non-chapter 21 contractual personnel for the 2026-2027 school year(s) - Speech Language Pathologist Assistant. Subject to receipt of all outstanding documentation.(1) **Melynda Galindo(G5-0-0)**
15. Non-chapter 21 contractual personnel for the 2026-2027 school year(s) - Director, Health Services. Subject to receipt of all outstanding documentation. (1) **Jerri McGinnis(G5-0-0)**
16. Non-chapter 21 contractual personnel for the 2026-2027 school year(s) - Coordinator, 21st Century CCLC. Subject to receipt of all outstanding **documentation. (1) Nathacha Guerra/Grants/Pena Elementary(G5-0-0)**
17. Non-chapter 21 contractual personnel for the 2026-2027 school year(s) - Nurse. Subject to receipt of all outstanding documentation. (1) **Haley Flores – Aiken Elementary(G5-0-0)**
18. Non-chapter 21 contractual personnel for the 2026-2027 school year(s) - Manager, Warehouse & Textbooks. Subject to receipt of all outstanding documentation. (1)

Andrea Vela, Board Attorney stated Item B18 was pulled from the previous list, I believe there was a motion to table, is that the motion that was made or was it a motion to approve. Ms. Denise Garza, Board Member stated motion to table. I motion to table and Ms. Grantland second.

Motion made by Denise Garza, seconded by Neida Ruth Grantland, to recommend approval to table agenda item 18 - Non-chapter 21 contractual personnel for the 2026-2027 school year(s) - Manager, Warehouse & Textbooks. Subject to receipt of all outstanding documentation. (1)

The following vote was recorded

Yea: Ms. Garza, Mr. Ortiz, Ms. Pena, Ms. Grantland
Nay: Mr. Elizondo
Abstain:

Motion Carried: 4-1-0

19. Campus Professional Employee (L.G.) for change in days and salary for the 2026-2027 Fiscal School Year. **(G5-0-0)**
20. Compensation for professional employee (P.M.) on temporary assignment to be commensurate with the Elementary School Principal salary.**(G5-0-0)**
21. Recommend approval of Campus Professional Employee (M.M.) for change in contract and salary for the 2026-2027 Fiscal School Year. **(G5-0-0)**

22. Qualified administrators as Texas Teacher Evaluation Support System (T-TESS) Appraisers for the 2026-2027 Fiscal School Year. **(G5-0-0)**

C. ATTORNEY CONSULTATION

1. Staff Attorney

- a. Cause No. 2025-DCL-02339-B; Robert “Bob” Driggers vs. Brownsville Independent School District. **(No action taken)**
- b. Civil Action No. 1:24-cv-00099; Mary Tolman vs. Brownsville Independent School District. **(No action taken)**

2. Board Attorney:

- a. Legal Update with Board Counsel. **(No action taken)**
- b. Superintendent Contract (Dr. Timothy E. Cuff), Life Insurance. **(No action taken)**

D. INTERNAL AUDITOR CONSULTATION

1. Consultation with Director of Internal Audits. **(No action taken)**

XIII. Announcement(s):

Dr. Timothy E. Cuff, Superintendent stated, just to let everyone know, there is no school on September 7th that's Labor Day. September 8th, we have an Employee Benefits, Insurance, and Risk Management Committee Meeting beginning at 5:30 here in our boardroom. September 10th, Parent meeting at 9:30 am at Lopez Early College High School Auditorium. September 11th is Patriot Day ceremony. 9 o'clock am here, please join us in the Boardroom. Chess Tournament, first one of the year, will be at Pullum Elementary September 12th, it's a Saturday. September 15th, we have a Facilities Bond and Capital Projects Committee Meeting, 5:30 pm that is mostly to go over our facilities, to discuss where we're at on our facilities. We're not going to talk about a bond. I don't want people to get misconstrued on that. It's just facilities but we have to include that so it's just facilities and that is it for right now.

XIV. Adjournment.

Motion was made by Carlos Elizondo, seconded by Denise Garza, and unanimously carried to approve to adjourn the Regular Board Meeting at 12:50 A.M. (5-0-0)

➤ There being no further business appearing before the Board, the meeting was adjourned.

(HANDOUTS ADDED TO OFFICIAL MINUTES)

(AUDIO/VIDEO TAPES OF THE OPEN MEETING AND THE WRITTEN CERTIFIED AGENDA
OF THE CLOSED MEETING ARE ON FILE)

Approved by: _____
Carlos A. Elizondo, President of the Board
Date

Attested by: _____
Minerva Pena, Secretary of the Board
Date

Notes: Font style designation

Board of Trustees
Administration
Board Attorney
Staff Attorney
Speaker/Presenter

(Minutes presented at Regular Board Meeting held on October 6, 2026)